

# HELPING STUDENTS SUCCEED BY STRENGTHENING THE CARL D. PERKINS CAREER AND TECHNICAL EDUCATION ACT

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## HEARING

BEFORE THE

COMMITTEE ON EDUCATION  
AND THE WORKFORCE

U.S. HOUSE OF REPRESENTATIVES

ONE HUNDRED FOURTEENTH CONGRESS

SECOND SESSION

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HEARING HELD IN WASHINGTON, DC, MAY 17, 2016

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## C O N T E N T S

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Hearing held on May 17, 2016 .....	Page 1
Statement of Members:	
Kline, Hon. John, Chairman, Committee on Education and the Workforce .....	1
Prepared statement of .....	3
Scott, Hon. Robert C. “Bobby”, Ranking Member, Committee on Education and the Workforce .....	4
Prepared statement of .....	5
Statement of Witnesses:	
Kaine, Hon. Tim, a Representative in Congress from the State of Virginia .....	8
Prepared statement of .....	11
Tse, Mr. Paul, Project Manager, Shapiro and Duncan, Inc. ....	14
Prepared statement of .....	17
Bates, Mr. Jason, Manager, Toyota-Bodine Aluminum, Inc. ....	21
Prepared statement of .....	23
Sullivan, Dr. Monty, President, Louisiana Community and Technical College System .....	31
Prepared statement of .....	33
Additional Submissions:	
Fudge, Hon. Marcia L., a Representative in Congress from the State of Ohio:	
Letter dated May 3, 2016, from Partnership for 21st Century Learning P21 .....	72
Letter dated May 16, 2016, from the National Education Association (NEA) .....	67
Thompson, Hon. Glenn, a Representative in Congress from the State of Pennsylvania:	
Letter dated May 16, 2016, from Opportunity America .....	69
Recommendations Perkins Career and Technical Education Act .....	70
Prepared statement of .....	75
Chairman Kline on behalf of Congressman Will Hurd, questions submitted for the record to:	
Mr. Bates .....	78
Dr. Sullivan .....	84
Bishop, Hon. Michael D., a Representative in Congress from the state of Michigan, questions submitted to Dr. Sullivan .....	84
Stefanik, Hon. Elise, a Representative in Congress from the state of New York, questions submitted to:	
Mr. Bates .....	78
Mr. Tse .....	89
Response to questions submitted:	
Mr. Bates .....	81
Dr. Sullivan .....	86
Mr. Tse .....	91



## **HELPING STUDENTS SUCCEED BY STRENGTHENING THE CARL D. PERKINS CAREER AND TECHNICAL EDUCATION ACT**

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**Tuesday, May 17, 2016  
House of Representatives  
Committee on Education and the Workforce  
Washington, D.C.**

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The Committee met, pursuant to call, at 10:00 a.m., in Room 2175, Rayburn House Office Building, Hon. John Kline [chairman of the committee] presiding.

Present: Representatives Kline, Wilson, Foxx, Roe, Walberg, Salmon, Guthrie, Rokita, Heck, Messer, Byrne, Brat, Carter, Bishop, Grothman, Curbelo, Stefanik, Allen, Scott, Davis, Courtney, Fudge, Polis, Bonamici, Pocan, Takano, Clark, Adams, and DeSaulnier.

Also Present: Representative Langevin.

Staff Present: Janelle Belland, Coalitions and Members Services Coordinator; Tyler Hernandez, Deputy Communications Director; Amy Raaf Jones, Director of Education and Human Resources Policy; Nancy Locke, Chief Clerk; Dominique McKay, Deputy Press Secretary; Krisann Pearce, General Counsel; Clint Raine, TFA Fellow; James Redstone, Professional Staff Member; Alex Ricci, Legislative Assistant; Alissa Strawcutter, Deputy Clerk; Brad Thomas, Senior Education Policy Advisor; Tylease Alli, Minority Clerk/Intern and Fellow Coordinator; Jacque Chevalier, Minority Senior Education Policy Advisor; Mishawn Freeman, Minority Staff Assistant; Denise Forte, Minority Staff Director; Brian Kennedy, Minority General Counsel; Rayna Reid, Minority Education Policy Counsel; Phillip Tizzani, Education Detailee; and Katherine Valle, Minority Education Policy Advisor.

Chairman KLINE. A quorum being present, the Committee on Education and the Workforce will come to order.

Good morning. I would like to extend a warm welcome to our witnesses. We appreciate you joining us today, all of you, to discuss ways to strengthen career and technical education.

It is an important conversation to have because of the critical role career and technical education programs play in a student's education, and more importantly, in their future.

Through the Carl D. Perkins Career and Technical Education Act, the Federal Government supports State and local programs designed to prepare high school and community college students for

technical careers. These programs offer students the knowledge and training they need to compete in the workforce and hold jobs in a wide range of fields. In other words, they offer opportunities for young men and women to pursue a lifetime of success.

This is an important conversation to have now because an anemic economy has made good paying jobs hard to come by. In fact, today, millions of Americans are struggling to find employment and millions of others who need full-time jobs can only find part-time work. For young people entering this kind of job market, having the right skills and experience is essential.

Career and technical education programs can provide these critical tools, and we have to ensure Federal support for these programs is delivered in the most efficient and effective manner possible. As we have learned in recent years, through hearings and other activities, there are certainly opportunities to improve the law.

This is an important area where Republicans and Democrats should work together to deliver reforms that will strengthen support for all Americans, but particularly young Americans.

That collaboration is exactly what happened in 2014 with the bipartisan Workforce Innovation and Opportunity Act. We worked together to help put Americans back to work by improving an outdated and insufficient job training program.

Last year, a similar commitment to finding common ground guided our efforts to improve K-12 education. The result was the Every Student Succeeds Act, a law that empowers parents, teachers, and State and local leaders to deliver the quality education every child deserves.

It's time we applied the same approach to strengthening career and technical education, but more importantly, we need to apply many of the same principles reflected in our efforts to improve K-12 education and workforce development. What does that mean in practical terms?

It means empowering State and local leaders to innovate and respond to the unique economic and education needs in their communities. They know better than anyone, certainly better than any of us in Washington, what it takes to meet the needs of their students, workers, and employers. It means equipping students with the skills they need for today's in demand jobs, not the skills that were needed in yesterday's workforce.

We have to make sure Federal resources are aligned with the needs of the local workforce, the demands of new and emerging businesses. It also means strengthening transparency and accountability, providing parents, students, business leaders, community stakeholders, and taxpayers the information they need to hold their programs accountable.

It isn't good enough for students to simply complete a program. Once they have done so, they should be ready to further their education or pursue a good paying job.

Finally, it means ensuring a limited Federal role. Restricting the Federal Government's ability to intervene in matters that should be left up to the States will enable State and local leaders to spend less time meeting the demands of Washington and more time meeting the needs of people and their local communities.

These are the kinds of reforms that we know work, the kinds of reforms that will help students succeed in the classroom and in the future. For many individuals entering the workforce can be scary enough on its own, for the young men and women entering today's workforce, a slew of technological advantages, global changes, and economic challenges make finding a good job even more daunting.

That is why it is so important for us to continue working together to ensure students have what they need to achieve success. Strengthening career and technical education should be the next step in that important effort.

I look forward to hearing from our witnesses as we continue our work to strengthen the Perkins Act, and with that, I recognize Ranking Member Bobby Scott for his opening remarks.

[The information follows:]

**Prepared Statement of Hon. John Kline, Chairman  
Committee on Education and the Workforce**

Through the Carl D. Perkins Career and Technical Education Act, the federal government supports state and local programs designed to prepare high school and community college students for technical careers. These programs offer students the knowledge and training they need to compete in the workforce and hold jobs in a wide range of fields. In other words, they offer opportunities for young men and women to pursue a lifetime of success.

This is an important conversation to have now because an anemic economy has made good-paying jobs hard to come by. In fact, today, millions of Americans are struggling to find employment, and millions of others who need full-time jobs can only find part-time work. For young people entering this kind of job market, having the right skills and experience is essential.

Career and technical education programs can provide these critical tools, and we have to ensure federal support for these programs is delivered in the most efficient and effective manner possible. As we have learned in recent years—through hearings and other activities—there are certainly opportunities to improve the law. This is an important area where Republicans and Democrats should work together to deliver reforms that will strengthen support for all Americans, but particularly young Americans.

That collaboration is exactly what happened in 2014 with the bipartisan Workforce Innovation and Opportunity Act. We worked together to help put Americans back to work by improving an outdated and inefficient job training system. Last year, a similar commitment to finding common ground guided our efforts to improve K–12 education. The result was the Every Student Succeeds Act, a law that empowers parents, teachers, and state and local leaders to deliver the quality education every child deserves.

It's time we applied the same approach to strengthening career and technical education. But more importantly, we need to apply many of the same principles reflected in our efforts to improve K–12 education and workforce development. What does that mean in practical terms?

It means empowering state and local leaders to innovate and respond to the unique economic and education needs in their communities. They know better than anyone—certainly better than any of us in Washington—what it takes to meet the needs of their students, workers, and employers.

It means equipping students with the skills they need for today's in-demand jobs—not the skills that were needed in yesterday's workforce. We have to make sure federal resources are aligned with the needs of the local workforce and the demands of new and emerging businesses.

It also means strengthening transparency and accountability, providing parents, students, business leaders, community stakeholders, and taxpayers the information they need to hold their programs accountable. It isn't good enough for students to simply complete a program; once they've done so, they should be ready to further their education or pursue a good-paying job.

Finally, it means ensuring a limited federal role. Restricting the federal government's ability to intervene in matters that should be left up to the states will enable state and local leaders to spend less time meeting the demands of Washington and more time meeting the needs of people in their local communities.

These are the kinds of reforms that we know work; the kinds of reforms that will help students succeed in the classroom and in the future. For many individuals, entering the workforce can be scary enough on its own. For the young men and women entering today's workforce, a slew of technological advances, global changes, and economic challenges make finding a good job even more daunting.

That's why it's so important for us to continue working together to ensure students have what they need to achieve success. Strengthening career and technical education should be the next step in that important effort.

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Mr. SCOTT. Good morning, and thank you, Chairman Kline. We are here today to discuss the critical role of career and technical education, or CTE, in preparing our Nation's students for success in the 21st century workforce.

The Federal investment in CTE is authorized under the Carl D. Perkins Career and Technical Education Improvement Act of 2006, and I am hopeful that today's hearing will serve as a foundation for a bipartisan comprehensive reauthorization of this important law.

The research is clear. The United States is suffering from a skills gap due to our failure to produce enough skilled workers to meet future economic needs. According to the Georgetown University Center on Education and the Workforce, by 2020, 65 percent of all jobs in the United States will require some sort of postsecondary education or training. Yet, at its current production rate, the United States will fall approximately 5 million workers short of this by 2020.

Investing in high quality CTE and increasing access to these programs through the reauthorization of the Perkins CTE must be prioritized as a partial solution to bridge this gap.

CTE provides students with knowledge and skills needed to be both career and college ready. This is not the vocational education of the past. Today's CTE fosters educational environments and engages students with an integrated curriculum of core academic content and real world work-based relevance.

I am proud to say that my home State of Virginia is a leader in CTE with more than half a million 6th through 12th graders participating in CTE across the Commonwealth. Virginia has expanded access to CTE programs that equip secondary school students with recognized postsecondary credentials through innovative programs such as dual enrollment and registered apprenticeships.

As we move forward with reauthorization, we must prioritize robust investment in high quality CTE programs in each and every State in order to maintain our Nation's status as a leader in the global economy.

The globalization of the marketplace has altered the way the U.S. and other countries compete for business. We certainly cannot compete with other countries when it comes to lowest wages, when many around the world may work for a couple of dollars or even pennies a day. Nor can we compete in terms of location with today's technology, video conferencing, Smartphones and tablets, any worker that can work across the hall from their co-workers can work across the globe from their co-workers.

The main reason the United States remains strong and continues to attract businesses is because we have a well educated and well trained workforce. Our focus on equitable access and high stand-



ards for all students, a system that focuses on college and career ready results, is an economic asset.

While many of today's CTE programs are successfully providing students with the skills and knowledge that today's employers demand, there is more to be done to ensure that each and every CTE program is delivering the results for students, for industry, and for our national economy.

We must do more to spur innovation in the delivery of CTE. We need to reward and replicate programs achieving positive results for students and industry to ensure that CTE is positioned to drive economic success, enhance workforce alignment, and increase collaboration between secondary and postsecondary educational institutions, industry, employers, and community partners.

While successful CTE programs must meet labor market demands, they must also work for students. They must prepare them to succeed in demand jobs that offer living wages, employer benefits, and opportunities for meaningful career advancement. This requires renewed focus to ensure the opportunity for all students, especially historically disadvantaged students, to benefit from CTE programs that are relevant, rigorous, and high quality.

In recent years, this committee, along with our Senate colleagues, completed successful, bipartisan reauthorization of two major laws which we must align with Perkins CTE. I am confident that the bipartisanship and shared commitment to equity in education embodied in both the Workforce Innovation and Opportunity Act and the Every Student Succeeds Act will produce a bipartisan reauthorization of Perkins CTE that empowers States and school districts and will make quality CTE available to all students with the guidance and support of the Department of Education.

It is our obligation to prioritize equity of opportunity when it comes to participating in and benefiting from quality CTE programs. We must preserve and improve program accountability.

The Federal Government has an important role to play in setting high expectations both for the systems and for the students those systems serve. In addition, we must maintain vigorous oversight and enforcement to ensure those expectations matter.

Mr. Chairman, I would like to thank you for holding this hearing. I would like to thank all of our witnesses for coming to testify today, and eagerly await their testimony, as you are all uniquely positioned to provide insight into the challenges, successes, and future of career and technical education.

Lastly, I look forward to working with you, Mr. Chairman, and the committee on a bipartisan effort to modernize Federal support for CTE through the reauthorization of the Carl D. Perkins Career and Technical Education Act of 2006.

Thank you, Mr. Chairman.

[The information follows:]

**Prepared Statement of Hon. Robert C. "Bobby" Scott, Ranking Member,  
Committee on Education and the Workforce**

Good morning and thank you, Chairman Kline. We are here today to discuss the critical role of career and technical education, or C.T.E., in preparing our nation's students for success in the 21st century workforce. Federal investment in CTE programs is authorized under the Carl D. Perkins Career and Technical Education Im-

provement Act of 2006, and I am hopeful that today's hearing will serve as a foundation for a bipartisan comprehensive reauthorization of this important law.

The research is clear: The United States is suffering from a "skills gap" due to our failure to produce enough skilled workers to meet future economic needs. According to the Georgetown University Center on Education and the Workforce, by 2020, 65 percent of all jobs in the United States will require some sort of postsecondary education or training. Yet, at the current production rate, the United States will fall short by 5 million workers with postsecondary education by 2020.

Investing in high-quality CTE and increasing access to these programs – through the reauthorization of Perkins CTE – must be a prioritized as a solution to bridge that gap.

CTE provides students with the knowledge and skills needed to be both college and career ready. This is not the vocational education of the past—today's CTE fosters educational environments that engage students with an integrated curriculum of core academic content and real-world, work-based relevance. And, I'm proud to say that my home state of Virginia is a leader in CTE, with more than half a million sixth through twelfth grade students participating in CTE across the Commonwealth. Virginia has expanded access to CTE programs that equip secondary school students with recognized postsecondary credentials through innovative programs such as dual enrollment and registered apprenticeships.

As we move forward with reauthorization, we must also prioritize robust investment in high-quality CTE programs in each and every state in order to maintain our nation's status as a leader in the global economy.

The globalization of the marketplace has altered the way the U.S. and other countries compete for business. We certainly can't compete with other countries when it comes to the lowest wages, when many around the world may work for a few dollars or even a few pennies a day. Nor can we compete in terms of location. With today's technology – video-conferencing, smartphones, tablets – workers can now work across the globe from their coworkers.

But the main reason that America remains strong and continues to attract business investment is because we have well-educated workers. Our focus on equitable access and high standards for all students – a system that focuses on college- and career-ready results – is an economic asset. And while many of today's CTE programs are successfully providing students with the skills and knowledge that today's employers demand, there's more to be done to ensure that each and every CTE program is delivering results for students, for industry, and for our national economy.

We must also do more to spur innovation in the delivery of CTE. We need to reward and replicate programs achieving positive outcomes for students and industry to ensure that CTE is positioned to drive economic success, enhance workforce alignment and increase collaboration between education, industry, employers, and community partners.

While successful CTE programs must meet labor-market needs, they must also work for students. They must prepare them to succeed in in-demand jobs that offer living wages, employer benefits, and opportunities for meaningful career advancement. This requires a renewed federal focus to ensure the opportunity for all students – especially historically disadvantaged students – to benefit from CTE programs that are relevant, rigorous, and high-quality.

In recent years, this committee, along with our Senate colleagues, completed successful, bipartisan comprehensive reauthorizations of two major laws with which we must align Perkins CTE. I am confident that the bipartisanship and shared commitment to equity in education embodied in both the Workforce Innovation and Opportunity Act and the Every Student Succeeds Act will produce a bipartisan reauthorization of Perkins CTE that empowers states and school districts to make quality CTE available to all students with the guidance and support of the U.S. Department of Education.

It is our obligation to prioritize equity of opportunity when it comes to participating in and benefiting from quality CTE programs. We must preserve and improve program accountability—the federal government has an important role to play in setting high expectations both for systems and for the students those systems serve. In addition, we must maintain vigorous oversight and enforcement to ensure those expectations matter.

So, Mr. Chairman, I'd like to thank you again for holding this hearing. I would also like to thank our witnesses for coming here to testify. I eagerly await your testimony, as you all are uniquely positioned to provide insight into the challenges, successes, and future of career and technical education. And lastly, I look forward to continuing to work with Chairman Kline on a bipartisan effort to modernize fed-

eral support for CTE through reauthorization of the Carl D. Perkins Career and Technical Education Act of 2006.

Chairman KLINE. I thank the gentleman. Pursuant to Committee Rule 7(c), all members will be permitted to submit written statements to be included in the permanent hearing record. Without objection, the hearing record will remain open for 14 days to allow such statements and other extraneous material referenced during the hearing to be submitted for the official hearing record.

We are now going to turn to the introductions of our distinguished witnesses. Mr. Scott, I understand you will introduce our first witness.

Mr. SCOTT. Thank you, Mr. Chairman. I am pleased to introduce Senator Tim Kaine of Virginia, a good friend and inspirational leader from the Commonwealth of Virginia. He is a longtime advocate for education, and his life's journey is a tribute to the power of career and technical education programs.

Now he is the founder and co-chair of the bipartisan CTE Caucus in the Senate. He focuses on improving access to CTE programs to ensure that students of all ages are prepared with skills necessary for the 21st century workforce.

His commitment to public education runs in his family. His wife, Ann, is also a personal friend, and she serves as the Commonwealth's Secretary of Education. His father-in-law, former Governor Linwood Holton, is also a strong advocate of equal educational opportunities.

I want to thank Senator Kaine for his leadership in the Senate to ensure that last year's bipartisan Every Student Succeeds Act included provisions to strengthen school career counseling programs and encourage alignment between general career and technical education programs, and to better serve students.

He also was involved in the reauthorization as he championed provisions to empower local school districts to deliver instruction in interpersonal and relationship skills, key foundation, employability skills or soft skills, that are often too lacking in high school graduates.

He grew up working in his iron working shop in Kansas City, educated at University of Missouri and Harvard Law School, started his public service career by taking a year off from Harvard to run a technical school founded by Jesuit missionaries in Honduras.

I am sure we will hear more from the Senator during his testimony about how these and other real world experiences shaped his future.

And so, Senator Kaine, I have known for many years, as I have indicated. About the same time I was getting elected to Congress, he was getting elected to City Council in Richmond, then Mayor of Richmond, then Lieutenant Governor, then Governor, and now Senator from Virginia, and I don't think we have heard the last of him.

Thank you, Mr. Chairman.

Chairman KLINE. I thank the gentleman. Senator, thank you for being here. Although I do know you are sliding down in the elective political scale here, but thank you for being here with us today. I

understand you need to leave before 11:00. We will be mindful of that as we go forward.

It is now my pleasure to introduce our remaining witnesses. Mr. Paul Tse is a project manager with Shapiro & Duncan, Inc. in Rockville, Maryland. Mr. Tse attended the Thomas Edison High School of Technology in Montgomery, Maryland. His experience at Thomas Edison helped prepare him for an HVAC job with Shapiro & Duncan. In his 12 years with the company, Mr. Tse has gone on to become a project manager and was part of the leadership team that recently oversaw a \$16 million HVAC installation.

Mr. Jason Bates is an administration manager with Toyota-Bodine Aluminum in Jackson, Tennessee. Mr. Bates is the administration manager for the Toyota's Bodine Aluminum, which supplies aluminum diecast engine parts for the company's North American power train production.

He oversees the implementation of Toyota's advanced manufacturing technician program in Tennessee. The MT program provides students the opportunity to earn a work related associate's degree while working part-time.

Dr. Monty Sullivan is president of the Louisiana Community and Technical College System in Baton Rouge, Louisiana. Dr. Sullivan has been president of the Louisiana Community and Technical College System since February 2014. Prior to serving as president, he was the chancellor of Delgado Community College in New Orleans.

He has been a leader in Louisiana's effort to address workforce needs through the targeted application of the Perkins Act and State workforce development funding.

Welcome, all of you. Before I recognize each of you to provide your testimony, let me just go over our highly complicated lighting system. We allow 5 minutes for each witness to provide testimony. When you begin, the light in front of you will turn green. When 1 minute is left, the light will turn yellow, and at the 5 minute mark, the light will turn red, and then please try to wrap up your testimony.

I am loath to gavel down witnesses, certainly during their opening testimony, but you can see we have a number of members that we want to get through. These members will each have 5 minutes to ask questions, and I hope I can hold with that. That means I will not be hesitant to gavel down that 5 minute time.

So, let's get started. Senator Kaine, you are recognized.

**STATEMENT OF HON. TIM KAINE, UNITED STATES SENATOR  
FROM THE STATE OF VIRGINIA**

Senator KAINE. Thank you, Mr. Chair, and Ranking Member Scott, and committee members. I am so pleased that you are holding this hearing and honored that you asked me to testify.

Congratulations also on WIOA and ESSA. These are two big accomplishments, and we hope that we can work together obviously to reauthorize Perkins.

Congressman Scott described my own personal background in this area. My dad ran an organized iron working and welding shop in the stockyards of Kansas City, Missouri. My two brothers and I and my mom grew up all working in that business. In a tough

year, there would be five employees, and in a great year, there would be seven or eight employees. It was a classic small business.

But I learned from my father. As the owner, he would always teach us that his business acumen would help his great welders and iron workers educate their kids, but their technical mastery would help him educate his kids. It was a partnership. And That's what is so good about this topic. It truly is a partnership.

Years later, when I was at Harvard Law School and not sure what I wanted to do with my life, I volunteered to go work with Jesuit missionaries in Honduras. They saw that I was at Harvard Law School and determined that would have no relevance to anything they were doing.

But when they realized I had worked in an iron working shop, they said run a vocational school, Instituto Tecnico Loyola in El Progreso, 1980 and 81. It was a school that taught kids to be welders and carpenters.

These early experiences taught me the power of career and technical education, but then back here as I was going through schooling and even watching my own kids go through schooling, I saw a contrast. The schools I went to in Kansas City did not emphasize career and technical education. In fact, the vocational education track was kind of sometimes used for kids that had been probably wrongly determined not to be college material.

I saw this in my own children's education as they were going through the public schools in Richmond. There was maybe a little better attitude but still not an embrace of it.

I remember when I was running for Lieutenant Governor, a good friend, G.G. Pippin, who is a middle school educator in Wise County, Virginia, said to me "I will sometimes see my kids after they are in middle school and high school, and I'll ask them what they are doing, and sometimes my kids say I am in vocational education and slump their shoulders almost as if they are ashamed to tell me that is what they are doing."

Clearly, CTE is important, but clearly for a variety of reasons, we have not emphasized its importance.

When I was Governor of Virginia, I worked hard with Democrats and Republicans to change that trajectory. We dramatically increased the number of our young people who are getting industry certifications, and as much as I would like to say it was because there was a good Governor, frankly, there was a renaissance going on in every one of our 134 city and county school systems. People were starting to embrace again the notion of technical education.

We started when I was Governor, Governor's Career and Technical Academies. We had Governor's schools, 17 regional magnet Governor's schools that would prepare kids for college. And when I ran for Governor, I said why not call it a career and technical education program, a Governor's school, just the label, just to shine the spotlight.

By the time I was done as Governor, there were nine. The Governor who followed me, Governor McDonnell, took it up to 23. The Governor who's followed him, Terry McAuliffe, is adding to it again. There is a renaissance, and people around the State get it.

In the Senate, I came to the Senate and I wanted to be on the HELP Committee, and I did not get put on. What I realized is you

do not have to be on the committee, just pick an issue that nobody on the committee is yet championing. And so I chose CTE education. I did what any smart Senator would do, I stole an idea from the House.

You had a CTE Caucus for a very long time and the Senate hasn't. With Rob Portman of Ohio and Tammy Baldwin of Wisconsin, we have created a caucus, and we have had meaningful legislation passed both as part of WIOA and ESSA included in those bills.

And now, Perkins is our priority, and the committee in the Senate is working hard on this as well.

We have three bills that are sort of pending on the Senate side. Conceptually, I'd just like to describe them, because I think they would be really helpful as we look at Perkins' reauthorization.

First, the Educating Tomorrow's Workforce Act. I describe it in the written testimony. It is basically trying to define for Circa 2016 what is a high quality CTE program. The interaction with the private sector and employers is important. Connection with colleges and community colleges is important. Professional development is important.

What is important about CTE education if it is going to be truly first class? That is what the Educating Tomorrow's Workforce Act does.

Second, the Middle STEP Act. I kind of viewed in my own experience with my own kids that middle school is often kind of a little bit of a pedagogical wasteland. It is kind of hormone warehouse. If we are going to expect high schoolers to start making career choices, including CTE paths, let's use middle school to expose kids as broadly as possible to what the workforce is. Most children, they know what their parents do and they know what teachers do, but they do not really know what's out there. Let's do that in middle school.

Finally, as I conclude, the CTE Excellence and Equity Act, which is also a pilot project, designed specifically to enhance CTE education in schools where there are a lot of underserved students, because it is a path to success.

I will just conclude and say this is a win-win. Employers and labor want us to do this. Governors and Mayors want us to do this. CTE educators who often labored in the shadows but now are seeing a renaissance, they want us to do it, and most of all, our kids will win if we do.

Thanks so much for having me.

[The statement of Senator Kaine follows:]

**Testimony for United States House of Representatives  
Committee on Education and the Workforce  
U.S. Senator Tim Kaine  
May 17, 2016**

Good morning, Chairman Kline, Ranking Member Scott and Members of the Committee.

Thank you for providing me the opportunity to discuss an issue of great importance to me -- career and technical education. This hearing is timely; we are at a juncture where in the last two years we reauthorized the Workforce Innovation and Opportunity Act and the Every Student Succeeds Act and now we need to connect the talent pipeline by reauthorizing the Carl D. Perkins Career and Technical Education Act.

My personal interest in career and technical education or CTE stems from growing up in Kansas City where my dad ran a union-organized ironworking and welding shop. In a good year we had eight employees, in a bad year, five employees. My mother, my brothers, and I worked in my dad's shop. I developed a deep appreciation for the tremendous craftsmanship and skill that went into being an ironworker -- this stuck with me for the rest of my life. I then had the chance in 1980 to take a year off from Harvard Law School and go to Honduras where I was the principal of the Instituto Tecnico Loyola. I was able to use the trade that I learned in my dad's ironworking shop to teach students to become welders and carpenters. What I saw in Honduras was the same thing that I saw in the United States - that the acquisition of skills, whether it be welding, carpentry or other skills, is a great path to success in life.

However, in the United States I noticed that we downgrade the importance of career and technical education. Oftentimes in schools, students who were thought to be 'not college material' would get tracked into vocational education. CTE is a very important pathway for life's success and there should not be any stigma surrounding these programs in our society-- not in our K-12 schools or in the mindset of parents or guidance counselors. Career and technical education programs are proven solutions for creating jobs, retraining workers -- including older workers who need to find new skills so they can be successful and fill open jobs in the market -- and ensuring students from of all ages and walks of life are ready for a successful career. Many times CTE is overlooked in discussions on increasing relevancy and rigor in our nation's schools -- despite the fact that a strong focus on academics is the cornerstone of high-quality CTE.

When I was Governor of Virginia, I worked on a number of education initiatives, but one that I am the most proud of was starting the Governor's Career and Technical Academies. In Virginia, we had 17 Governor's schools that were college preparatory regional magnet public high schools. However, when I was running for Governor, I realized that we did not have a single career and technical education school or program in the Commonwealth that we deemed fit to carry the Governor's label. So when I became Governor we started the Governor's Career and Technical Education Academies. By the end of my term we had nine schools with this label. The Republican Governor who followed me liked the idea and just renamed them Governor's STEM Academies; there were 23 at the end of his term. The now-Democratic Governor is continuing to expand the

number of schools. As a result, we now have academies around the Commonwealth of Virginia developed as partnerships among schools, employers and postsecondary institutions that confer these skills. Virginia has continued to make advances in CTE by requiring students to have at least two credits in CTE to graduate high school, and most recently passing a bill in the General Assembly to redesign high schools with workforce training in mind.

In the Senate, I have made CTE my main educational priority. The House for a number of years had a House CTE Caucus, but the Senate did not. Together with my Senate colleagues, Senator Portman and Senator Baldwin, we formed the Senate Career and Technical Education Caucus. The goal of the Caucus is to educate members and staff about CTE through briefings and site visits, and to introduce legislation that promotes the integration of CTE into the academic track. Two years ago we led a successful bipartisan effort to expand the Presidential Scholars program, typically awarded for outstanding scholarship and accomplishment in academics and the arts, to include CTE. This year marks the first time the prestigious recognition will be awarded to students who demonstrate ability and accomplishment in CTE fields. We have introduced several pieces of legislation relating to the inclusion of CTE in K-12 education that were incorporated into the reauthorization of the Elementary and Secondary Education Act.

There are three pieces of bipartisan legislation in particular that I'd like to highlight today that amend the Perkins CTE Act. The first is the Educating Tomorrow's Workforce Act. This bill defines what constitutes a rigorous CTE curriculum, such as credit-transfer agreement opportunities between public schools and institutions of higher education; CTE curriculum alignment with local, regional, and state workforce demands; and CTE-focused professional development for teachers, administrators, and counselors. Additionally, the bill allows states and localities to use Perkins grant funding to establish CTE-focused academies similar to the Governor's academies that I established in Virginia.

Another bill was inspired by my children's own personal experience in public schools. The most challenging year my wife and I experienced as parents of public school students was in middle school. While there is a clear purpose for high school to prepare students for life and career choices, and there is a clear purpose for elementary school about mastering the fundamentals, the purpose of middle school tends to get lost in the shuffle. Middle schools should be reconceived as a time for career exploration. My bipartisan Middle School Technical Education Program Act establishes a pilot program for middle schools to partner with postsecondary institutions and local businesses to develop and implement career and technical education exploration programs that will provide students with introductory courses, hands-on learning, or afterschool activities, as well career guidance and academic counseling to help students understand the various career options available.

It is particularly important for the federal investment in CTE to focus on both quality and equity. As I mentioned earlier, there is a history of tracking students into vocational education, and we must ensure that federal CTE investments replace tracking with choice. Students and their families should have the opportunities to choose high quality CTE pathways that will prepare students for postsecondary education AND the workforce, not postsecondary education or the workforce. CTE



is an effective strategy for keeping students engaged in high school. Once they graduate, they should be able to choose their path forward – their decision should not be made for them due to poor preparation in high school. This is why a group of bipartisan colleagues and I introduced the CTE Excellence and Equity Act. Our legislation will fund quality CTE opportunities that can reduce gaps and provide all students with the opportunity to succeed in the 21<sup>st</sup> century economy.

All of these bills reflect the core priorities that are important for the Committee to consider when reauthorizing the Perkins CTE Act, including:

- Aligning Perkins CTE with ESSA and WIOA to improve the efficiency and effectiveness of education and workforce development programs
- Strengthening career pathways by expanding work-based learning opportunities and exposure to pathways in earlier grades
- Supporting and expanding partnerships with local businesses, regional industries, institutions of higher education, and other community stakeholders
- Ensuring opportunity for participation in CTE for underserved students and special populations
- Promoting implementation of innovative CTE programs by authorizing an evidence-based innovation fund
- Ensuring reliable and meaningful data is being collected to inform workforce systems and curriculum in schools
- Maintaining and strengthening the federal commitment to deliver high-quality CTE programs

Historically, the federal role in education has been to preserve and promote equity. The Carl D. Perkins Career and Technical Education Act is a critical component of the federal's government's strategy to promote equity and support the development of career and technical skills among secondary and postsecondary students. We need to make changes that help keep students engaged in their futures while also ensuring our educational programs are adequately preparing students for the jobs of the 21<sup>st</sup> century. It is essential for the United States to invest in creating a world-class system of education across the spectrum to ensure that we have the technically skilled and well-trained workforce that we need. In today's world, talent and human capital are the most precious asset.

Democrats and Republicans together passed both the Workforce Innovation and Opportunity Act and the Every Student Succeeds Act. It is now time that we reauthorize the Carl D. Perkins Career and Technical Education Act. In the past the bill has been bipartisan and currently the Senate is working in a bipartisan manner to pass it through the HELP Committee and eventually the full Senate. I hope that this Committee and the House can do the same.

Thank you again for allowing me to testify at this hearing and I'm happy to take any questions.

Chairman KLINE. Thank you, Senator. Mr. Tse, you are recognized for 5 minutes.

**STATEMENT OF PAUL TSE, PROJECT MANAGER, SHAPIRO & DUNCAN, INC.**

Mr. TSE. Chairman Kline, Ranking Member Scott, and members of the Education and Workforce Committee, thank you for being able to testify in front of you today. Thank you for calling this important hearing on the benefits and the need to fund career and technical education programs.

My name is Paul Tse. I am a proud graduate of a CTE program at Thomas Edison High School of Technology in Silver Spring.

I come before you today as a staunch advocate for career development opportunities for students in construction and skilled trades. My journey from apprenticeship or apprentice to project manager began in Hong Kong in 1996. When I was 10 years old, my parents moved my family to America in search for a better life. We settled in Montgomery County, Maryland, and that is still where I live today.

For the first few years of my life in America, my family bounced around rental properties and staying with relatives, simply because we just did not have the financial means to own a home.

Although my parents worked relentlessly to provide for their kids, they were not immediately able to claim their piece of the American dream.

While attending Rockville High School, I struggled as a student. I had attendance problems, mediocre/terrible grades. I fell into the wrong crowd and lacked any type of direction.

As I started my junior year, I noted my classmates and friends making plans to go off to college. As I sat and watched from the sidelines, I can still remember the feeling of embarrassment and helplessness while those around me were beginning their climb towards success, and I sat still at the bottom.

My life took a dramatic turn when one of my family members, who is a roofer, suggested that I look into the skilled trades as a career path. Like many of my peers, I had been pushed to attend a four year college as if anything else was seen as settling for failure.

With the help of my guidance counselor, I found a local career and technical education program at Thomas Edison High School of Technology. Without any construction background, I decided nervously to enroll in the HVAC program my senior year. For those of you who do not know, "HVAC" stands for heating, ventilation, and air conditioning, which is what keeps us comfortable every single day.

Spending my mornings in a typical classroom and my afternoons at Edison, I was introduced into the world of construction and the skilled trades following the industry's recognized and credentialed curriculum of National Center for Construction Education and Research, NCCER.

Thanks to the dedicated staff and new found sense of direction, I graduated the program at the same time my peers were graduating their typical high schools. Within a week of graduation, I had two job offers from respected local companies to join their team

as an apprentice. Even before my peers packed up their bags and got into their cars headed out for freshman move-in day, I accepted a position with Shapiro & Duncan Mechanical Contractors, and got right to work.

In the summer, I logged valuable hours as a simple helper on a small construction project, and in the fall, I started my official apprenticeship program. For the next four years, I worked on projects during the day and attended classroom education in the evenings at Montgomery College, as part of the ACCA program, Air Conditioning Contractors of America.

In the classroom, I was motivated and learned the basic theories of HVAC and also some complex math equations and calculations. My on-the-job training transferred what I had learned in the evenings into real world projects. At the end of my program, I was proud to be named the HVAC journeyman as recognized by the State of Maryland.

I would like to note an important fact about the day I graduated, because I was fortunate enough to have my employer pay for the cost of my apprenticeship program, I was debt free. Not only was I debt free, I was also paid for the four year apprenticeship program, so I received my postsecondary education at no cost and earned four years of salary during that same time. I bet there are many folks in this room today, both younger and older, who are probably still paying off their student loans from undergrad or their grade school.

I started my ascension into leadership positions during my time in the field. I ran small projects as a field foreman, leading small crews of two to four technicians on installation work, such as AC replacements at condominiums, schools, and small office buildings.

After seven years of working in the field, I moved up the project ladder and secured a position as an assistant project manager. After a year of that, my company deemed me a valuable enough asset and I was promoted to become a project manager.

In the construction world, a project manager manages all aspects of a project, including budget, means and methods of installing work, schedule, and just overall constructability.

As someone who has real world experience installing systems and welding pipes, I have an unique vantage point as a project manager. I did not only learn from a book on how to light a torch, I actually held it in my hand.

Some of my colleagues graduated from four year colleges with degrees in construction management and mechanical engineering. While I am sure this benefitted them, my field experience and CTE training gave me a true competitive edge.

I come before you today humbled and thankful that I had the opportunity to attend the CTE program at Edison. It is time that students, guidance counselors, educators, parents, American public, recognize the fulfilling and lucrative career that can be achieved in the construction and skilled trades.

We must all work to remove any stigma that exists that in choosing a CTE program over a traditional four year college it is somehow settling.

Those four years I spent at Montgomery College and out in the field, I worked just as hard as the students at colleges and univer-

sities. Instead of pushing kids down the traditional path of college prep, we should be pushing kids to explore learning opportunities that prepare them for college and a career.

Whether the destination is an engineering degree from the University of Maryland or a journeyman's license from the State of Maryland, high schoolers should have the equal opportunities to prepare for either pathway.

Chairman Kline, Ranking Member Scott, members of the committee, I am the American dream. I urge all of you to ensure that every child in America has the same opportunities as I did. Thank you.

[The statement of Mr. Tse follows:]



Testimony of Paul Tse

On behalf of Shapiro & Duncan, Inc.

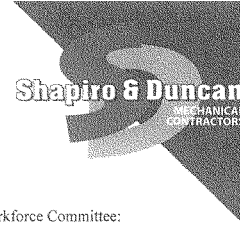
Committee on Education and the Workforce

United States House of Representatives

May 17, 2016

“Helping Students Succeed by Strengthening the Carl D. Perkins Career and Technical Education Act”

May 17, 2016



Chairman Kline, Ranking Member Scott and Members of the Education and Workforce Committee:

Thank you very much for the opportunity to testify in front of you today. Thank you for calling this important hearing on the benefits and need to fund career and technical education programs.

My name is Paul Tse, and I am a proud graduate of a CTE program at Thomas Edison High School of Technology in Silver Spring, Maryland. I come before you today as a staunch advocate for career development opportunities for students in construction and the skilled trades.

My journey from apprentice to project manager began in Hong Kong in 1996. When I was ten years old, my parents moved my family to America in search of a better life for their children. We settled in Montgomery County, Maryland and that is where I still live today.

For the first few years of my life in America, my family bounced between rental properties and staying with relatives, as we did not have the financial means to own a home. Although my parents worked tirelessly to provide for their children, they were not immediately able to claim their piece of the American Dream.

Attending Rockville High School, I struggled as a student – I had attendance problems and lackluster grades. I fell into the wrong crowd and lacked any type of direction. As I started my junior year, I noticed my classmates and friends making plans to go off to college, as I sat and watched from the sidelines. I can still remember the feelings of embarrassment and helplessness as those around me began their climb towards success as I sat at the bottom.

My life took a dramatic turn when a family member, who was a roofer, suggested I look into the skilled trades as a career path. Like many of my peers, I had been relentlessly pushed to attend a four year college, as anything else was seen as settling for failure. With the help of my guidance counselor, I found a local career and technical education program and Edison High School of Technology. Without any construction background I nervously decided to enroll in a HVAC program my senior year. For those of you who do not know, HVAC stands for Heating, Ventilation and Air Conditioning.

Spending my mornings in a typical classroom and my afternoons at Edison I was introduced into the world of construction and the skilled trades following the industry recognized and credentialed curriculum of the National Center for Construction Education and Research. Thanks to dedicated staff and a new found sense of direction, I graduated the program at the same time as my peers were graduating their typical high schools.

Within a week of graduation I had two job offers from respected local companies to join their teams as an apprentice. Even before my peers packed up their cars and headed out for freshman move in day, I accepted a position with Shapiro and Duncan Mechanical Contractors and got right to work. In the

summer I logged valuable hours as a helper on a small construction project and in the fall I started my official apprenticeship program.

For the next four years, I worked on projects during the day and attended classroom education in the evening at Montgomery College, as part of the Air Conditioning Contractors of America program. In the classroom, I was motivated and learned the basic theories of heating and air conditioning and the more complex math equations and calculations. My on-the-job training transferred what I had learned in the evenings onto real world projects.

At the end of my program I was proud to be named a HVAC journeyman as recognized by the state of Maryland. I'd like to note an important fact about the day I graduated: because I was fortunate enough that my employer paid the costs of my apprenticeship program, I was debt free. Not only was I debt free, but I was paid for my work during my four year apprenticeship program. So I received my post-secondary education at no cost and earned four years' salary during that time. I bet there are many folks in this room, both younger and older, who are still paying off their student loans from undergraduate and graduate school.

I started my ascension into leadership positions during my time in the field. I ran small projects as a field foreman – leading small crews of 2-4 technicians in installation work such as AC replacements at condominiums, schools and small office buildings. After 7 years of working in the field, I moved up the project ladder and secured a position as an assistant project manager. After a year of that, my company deemed me a valuable enough asset and I was promoted to be a project manager.

In the construction world, a project manager manages all aspects of a project, including budget, means and methods of accessing work, scheduling and constructability, or how a building is actually built. As someone who has real-world field experience installing systems and welding pipes, I have a unique vantage point as a project manager. I did not only learn from a book how to light a torch – I actually held it in my hand. Some of my colleagues graduated from four year colleges with degrees in construction management and mechanical engineering and while I'm sure it has benefitted them, my field experience and CTE training gave me a true competitive advantage.

I come before you today humbled and thankful I had the opportunity to attend the CTE program at Edison.

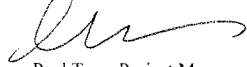
It is time that students, guidance counselors, educators, parents and the American public recognize the fulfilling and lucrative careers that can be achieved in construction and skilled trades. We must all work to remove any stigma that exists that choosing a CTE program over a traditional four year college is somehow "settling." Those four years I spent at Montgomery College and out in the field, I worked just as hard as students at colleges and universities.

Instead of pushing kids down the "traditional" path of college-prep, we should be pushing kids to explore learning opportunities that prepare them for college and a career. Whether the destination is an engineering degree from the University of Maryland or a journeyman's license from the state of Maryland, high schoolers should have equal opportunities to prepare for either pathway.

Chairman Kline, Ranking Member Scott, Members of the Committee: I am the American Dream. I urge all of you to ensure that every child in America has the same opportunities as I did.

Thank you and I look forward to a great conversation about CTE programs and post-secondary education.

Sincerely,

A handwritten signature in black ink, appearing to read 'Paul Tse', with a stylized, flowing script.

Paul Tse – Project Manager

Shapiro & Duncan, Inc.



Chairman KLINE. Thank you very much. Mr. Bates, you are recognized for 5 minutes.

**STATEMENT OF JASON BATES, MANAGER, TOYOTA-BODINE ALUMINUM, INC.**

Mr. BATES. Good morning, Chairman Kline, Ranking Member Scott, and members of the committee. Thank you for this opportunity to testify on this important subject.

My name is Jason Bates. I am manager of Administration at the Toyota-Bodine plant in Jackson, Tennessee. I started working for Toyota 10 years ago, and at the plant, my responsibilities include, among other things, training and development.

Last January, I was appointed by Governor Bill Haslam to serve on the Tennessee Workforce Development Board.

U.S. manufacturers are depending on Congress to enact education policies that are intentional in generating a robust world class workforce pipeline. By taking action before the end of the year, Congress can reinvigorate the foundation required to ensure America's long-term global manufacturing leadership.

Like other advanced manufacturing companies in the United States, Toyota's employment needs are significant. We face formidable challenges arising from our country's skills gap. Toyota's response to the skills gap has been both vigorous and innovative.

We have partnered with over 50 schools across the country to develop benchmark educational programs in two areas. First, we developed top service technicians for our Lexis and Toyota dealerships through a program called "Toyota T-TEN." Second, we are educating skilled manufacturing technicians for our factories through an effort called the "Advanced Manufacturing Technician" or AMT program.

Today, I will focus on our AMT program, which I was responsible for launching in Tennessee with Jackson State Community College. AMT is now a core component of Toyota's manufacturing success. It is designed to supply our U.S. factories with a cadre of skilled technicians who manage and maintain complex robotics and other manufacturing equipment.

The program began in 2010 as a collaboration between Toyota and Kentucky's Bluegrass Community & Technical College. Since then, it has expanded into public/private partnerships in 8 States, Alabama, Indiana, Kentucky, Mississippi, Missouri, Tennessee, Texas, and West Virginia.

There are about 400 students enrolled, and that number is expected to significantly increase in the coming school year.

At most of these locations, other companies, ranging from global manufacturers like 3M, GE, and Delta Faucet, to small manufacturers with fewer than 50 employees also participate. Altogether, there are more than 160 companies involved. This is important because private sector engagement is critical to solving the skills gap, and Perkins CTE reauthorization can help foster that outcome.

Classes are conducted in an environment that is set up to look, feel, and function like the work environment. Students work and attend classes 40 hours a week for five straight semesters and earn enough money from their work to cover their tuition and expenses. Both their study and work experiences are organized around a

structured sequence that teaches various technical and employment skills.

The ultimate objective is a graduate who is multi-skilled, possesses strong math and reading capabilities, is a fast technical learner, is a problem solver, a good communicator, and is comfortable working as part of a team.

This is the model for a globally competitive manufacturing technician we expect our educational partners to produce. Perkins CTE can encourage similar work-based learning opportunities which would foster similar high caliber graduates.

Critical to AMT's success is identifying qualifying prospects. To ensure highly motivated students apply to the program, Toyota has increased its coordination with secondary and elementary schools. Part of our recruiting dynamic is having high school juniors, sophomores, and freshmen come and see our facilities year after year. We also interface with teachers and counselors so they are more inclined to recommend the program to their students.

Another important aspect is encouraging the right kind of learning at early stages of a student's development. Toyota maintains a close working relationship with Project Lead The Way, a nationwide program that supplies innovative science, technology, and math curricula. Other STEM partners include FIRST Robotics and VEX Robotics.

Strong alignment between the manufacturing and education sector is of utmost importance to Toyota. We are thankful that the committee passed the Workforce Innovation and Opportunity Act. Your emphasis on requiring greater business community involvement in a State workforce development decision making is proving very helpful.

As I mentioned before, I was recently appointed by Governor Haslam to serve on the Tennessee Workforce Development Board. I am honored to serve in this position, and grateful that my Governor believes my Toyota experience can help foster an even stronger workforce development system in our State.

Aligning Perkins CTE reauthorization with WIOA would make the workforce system more efficient and easier to navigate for employers interested in lending help.

Congress should reauthorize the Perkins CTE Act, and in doing so, should consider the following improvements. First, align CTE programs directly with the needs of regional, State, and local labor markets in manners consistent with WIOA. Second, encourage and support meaningful collaboration between secondary and postsecondary institutions and employers.

Third, increase student participation in work-based learning opportunities. Finally, promote the use of industry recognized credentials.

Reauthorization of Perkins CTE in this manner will strengthen the workforce pipeline across America and help students succeed in industries like manufacturing. I urge this committee to take action as soon as possible.

Thank you for allowing me to testify before the committee, and I am happy to answer any questions.

[The statement of Mr. Bates follows:]

## **Testimony of Jason Bates**

Manager  
Toyota - Bodine Aluminum, Inc.

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### **“Helping Students Succeed by Strengthening the Carl D. Perkins Career and Technical Education Act”**

COMMITTEE ON EDUCATION & THE WORKFORCE

United States House of Representatives

2175 Rayburn H.O.B.

May 17, 2016

10:00 a.m.

Good Morning, Chairman Kline, Ranking Member Scott, and members of the Committee.

My name is Jason Bates and I am Manager of Administration at the Toyota Bodine plant, in Jackson, Tennessee. I started working for Toyota a little over 10 years ago – just 2 months after the start of production in Jackson. At the plant, I’m responsible for all aspects of HR, safety, production control, training and development, and public affairs. Last January, I was appointed by Governor Bill Haslam to serve on the Tennessee Workforce Development Board.

Thank you for the opportunity to address the Committee on Perkins CTE reauthorization. This is an important topic for Toyota and manufacturers across the nation. As you know very well, a strong manufacturing industry is fundamental to our nation’s economic prosperity. Through my testimony, I hope to demonstrate how U.S. manufacturers rely on education policies that are intentional in generating a robust, world-class workforce pipeline. This committee, in my opinion, is uniquely situated to help sustain America’s global manufacturing competitiveness and keep our nation’s economy thriving. In fact, the work of this committee can reinvigorate the foundation required to ensure America’s long-term global manufacturing leadership.

#### **Toyota in the United States**

Let me start with a factoid that may surprise you: the most “American” car on the road today, according to Cars.com, is the Toyota Camry.<sup>1</sup> That vehicle, along with the other models produced by Toyota in the United States, is supported by a large manufacturing infrastructure.

Toyota operates ten vehicle and parts plants in the U.S. Together these plants produce 10 models and are supported by over 500 U.S. supplier plants. When you combine our research and design, manufacturing, sales and marketing, and finance groups, Toyota in the U.S. employs roughly 35,000 team members. Add the spin-off jobs associated with our operations and Toyota is responsible for 365,000 jobs in the United States.<sup>2</sup>

Bodine Aluminum, the subsidiary I work for, was actually founded in 1912 in St. Louis by Jesse R. Bodine. Toyota acquired the company in 1990. Today, Toyota Bodine produces various aluminum cast parts for our engines and transmissions, such as blocks, heads and transmission cases. In fact, it is a point of pride that my plant produces the engine block for every Toyota and Lexus model manufactured in North America. We like to say that Toyota manufacturing starts in Jackson, Tennessee.

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<sup>1</sup> See <http://www.cars.com/articles/the-2015-american-made-index-1420680649381/>

<sup>2</sup> Based on a 2011 Center for Automotive Research Study. Includes direct dealer and supplier employees and jobs created through their spending. See <http://www.cargroup.org/?module=Publications&event=View&pubID=11>

### **Skills Gap**

As you might imagine given that description, Toyota's direct and indirect employment needs in the U.S. are significant. In fact, they are much like other large-scale, engineering-based and advanced manufacturing companies in the United States. Consequently, Toyota faces formidable challenges arising from our country's "skills gap".<sup>3</sup> By "skills gap" what I mean is the mismatch between the demands of a rapidly changing workplace and the shortfalls in the academic preparations that young people have acquired in high school and college.

For example, the job of a maintenance technician at Toyota Bodine is very different today than it was 15 years ago. In the past, a technician likely focused on just one craft, say electrical. Today, that technician is expected to perform multiple tasks, such as electrical, fluid power, and mechanical. In the ten years my plant has been operational, we were never at 100% employment in this job category – that is, until now thanks to the collaborations we have with the local education system.

Toyota's response to the skills gap has been both vigorous and innovative. We have partnered with community colleges and other schools around the country – over 50 of them so far – to develop benchmarked educational programs in two areas where our needs are particularly acute. First, we develop top service technicians for our Toyota and Lexus dealerships through a program called Toyota T-TEN<sup>1</sup> and, second, we are educating skilled manufacturing technicians for our factories through an effort called the Advanced Manufacturing Technician (or AMT) program.

Our experience in trying to recruit qualified students to succeed in these programs, in turn, has underscored the importance we place on initiatives to promote science and math in high schools, and to encourage secondary school students to see technology and manufacturing as appealing career choices.

### **Advanced Manufacturing Technician (AMT) Program**

Today, I will focus my remarks on our AMT manufacturing program. I was responsible for launching and developing the Tennessee version in 2014.

The AMT program has quickly become a core component of Toyota's manufacturing success. It is designed to supply our U.S. factories with a cadre of skilled technicians who manage and maintain complex robotics and other manufacturing equipment. At Bodine, this group of workers represents about 25% of our team members.

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<sup>3</sup> The skills gap is widening. 3.4 million manufacturing jobs are likely be needed in the next decade and 60% may go unfilled due to the talent shortage. As a result, the U.S. manufacturing sector is likely to suffer a shortfall of 2 million workers over the next decade. See the 2015 Manufacturing Institute/Deloitte study at <http://www.themanufacturinginstitute.org/~media/827DBC76533942679A15EF7067A704CD.ashx>

In its current form, AMT began in 2010 as a collaboration between the Toyota manufacturing plant in Kentucky and the Bluegrass Community & Technical College. Since then, it has expanded to public-private partnerships in eight states – Alabama, Indiana, Kentucky, Mississippi, Missouri, Tennessee, Texas, and West Virginia.<sup>ii</sup> Across these locations there are about 400 students enrolled. The number is expected to significantly increase in the coming school year, and continue to grow after that. At most of these locations other companies, ranging from global manufacturers like Toyota and 3M to small manufacturers like a home flooring company, also participate. These companies work together to support the program and call themselves the “Federation for Advanced Manufacturing Education,” or FAME. Altogether, there are more than 160 companies involved in AMT. This is an important aspect of the program that I will return to because private sector engagement is critical to solving the skills gap on a national level and Perkins CTE reauthorization can help foster that outcome.

Classes are conducted in an environment that is set up to look, feel, and function like the work environment. Students work and attend classes 40 hours a week (plus 2-4 hours a day of homework and study time) for five straight semesters. Their time on the shop floor allows students to earn up to \$30,000, generally enough to cover tuition and expenses.

Both their study and work experiences are organized around a structured sequence that teaches multiple technical skills, math, reading, problem solving, communications, and interpersonal skills. The ultimate objective is a graduate who is multi-skilled (in electrical, fluid power, mechanics, and fabrication); who has strong math and reading capabilities; who is a fast technical learner; who is a problem solver and a good communicator; and who is a conflict resolver comfortable working as part of a team. For Toyota, this is the model for a globally competitive manufacturing technician, and it is this high-caliber graduate we expect our educational partners to produce. Toyota believes Perkins CTE reauthorization can encourage work-based learning opportunities, which would foster high-quality outcomes.

Finally, the AMT Program is part of a system of closely integrated career pathways that allows students, based on their motivation, to continue on to Advanced Manufacturing Business (AMB) or Advanced Manufacturing Engineering (AME) degrees.<sup>iii</sup> The engineering pathway is being developed now. The business pathway is operational and includes programs leading to a Bachelor’s degree in Operations Management, a Master’s certificate, and two Master’s degrees. It’s an unparalleled pathway system in the U.S.

#### **Integrating Elementary and Secondary Schools into AMT Success**

Critical to AMT’s success is identifying qualified prospects. AMT students come from a variety of places – the majority from high schools, others from military service, while some students are displaced or underemployed workers.

To ensure high-caliber talent is coming into the program, Toyota has increased its coordination with secondary and elementary schools. This effort is meant to directly address the part of the skills gap that can be attributed to the insufficiently developed talent pool coming through the education system.

AMT focuses on long-term relationship building with the high schools that feed into the colleges offering its program. Part of our recruiting dynamic is having high school juniors, sophomores, and freshmen come see our facilities – year after year. We also interface with teachers and counselors. As they learn more about the program, their view of manufacturing as a career pathway for their students change, and they start to encourage students to take a serious look at our program.

Another important aspect is encouraging the right kind of learning at early stages of a student's development. Toyota maintains a close working relationship with Project Lead The Way (PLTW), a nationwide program that supplies innovative science, technology and math curricula to some 8,000 schools across the country, as well as professional development programs for K-12 teachers in the STEM fields. PLTW's basic approach turns the traditional, separated learning process for science and math on its head, relying on a new paradigm of project-based learning that pulls the two fields together to create a discovery process that enable students to, in effect, lead their own learning. In recruiting applicants, AMT puts a strong emphasis on finding students who have been successful in PLTW programs.

There are other STEM programs Toyota partners with that produce high quality outcomes. These include FIRST Robotics and VEX Robotics. Just a few weeks ago, for example, the VEX Robotics World Competition took place and schools that feed into our AMT programs in all eight states participated.

### **Tennessee Experience**

Our local experience in Tennessee is similar to those in other states. For years, manufactures in the area struggled to find qualified candidates to fill open skilled positions. The problem was not just an immediate need but also a long-term concern. An informal survey conducted by our local Chamber of Commerce indicated that between 2020 and 2025 upwards of 150 skilled jobs would open up either through retirement, attrition or expansion. Unfortunately, a ready pool of candidates did not exist. The local technical schools were not providing graduates to meet the numerical needs, let alone the skill set needed to support the technology in our highly advanced manufacturing environment.

After sharing Toyota's success with AMT in other states, the administrators at Jackson State Community College (JSCC) were willing to change their approach to educating and training future technicians. As work-based learning is critical to our success, the first step was to get the support and commitment of other area manufacturers in the program. A group of 18 to 22

students was necessary for the school to consider a new program and the Toyota Bodine plant alone could not provide co-op opportunities for that many students. With other manufacturers taking one or two co-ops annually, however, a full class could be established.

Together with JSCC, Toyota reached out to many other area manufacturers in a wide range of industries to gauge their interest. We talked to plant general managers, HR managers, and maintenance experts about the value of AMT. Many local companies – Delta Faucet, Stanley Black & Decker, Armstrong Flooring, Pinnacle Foods, to name a few – recognized that this program would create a highly qualified and educated future pipeline of skilled technicians. Altogether, 18 companies joined.

Just a few days ago, the first class of 21 AMT students graduated from JSCC with an associate degree in applied science. Of those, 2 are continuing on with their education at a four-year institution and the remaining 19 are in the process of being hired as regular, full-time skilled maintenance technicians by their co-op company. There are 20 first-year students who will transition to their final year this summer and we just completed the selection process for another 25 students to begin their AMT experience in the Fall.

Here is what company leaders involved in the program are saying:

- Metal Technologies: “AMT has undoubtedly filled a tremendous gap as a successful recruiting and training strategy.”
- Ceco Door: “We have struggled for several years to find good, quality maintenance candidates to fill our openings. This program incentivizes students who are interested in the field.”
- TBDN Tennessee Co.: “We are so proud of our AMT students and the contribution they are making in our company and community. It has been great for us to watch these young people grow and learn maintenance skills, but it's even more rewarding to know that we are helping support a training system that is so crucial to manufacturing. This is a step in the right direction.”

In addition to local industry and education leaders, the State of Tennessee also played a pivotal role. The AMT lab at JSCC would not be the state-of-the-art training center that it is without the support of state and national grants assisting in equipment purchases and instructor training. Tennessee Governor Bill Haslam provided \$900,000 for equipment purchase and the Tennessee Labor Education Alignment Program (LEAP), developed by the state legislature, also provided monies to support our AMT program.

Grants from the Perkins CTE Act provided the resources to purchase a manufacturing simulator. The simulator creates real world experiences in programmable logic controls, robotics, automation, electricity, and fluid power. With this simulator the instructor can also insert faults in the process allowing the students to practice their troubleshooting skills thereby developing additional skills that are essential in today's advanced manufacturing.



### **Role of the Perkins CTE Act**

Clearly, a strong alignment between the manufacturing and education sectors is of utmost importance to Toyota. We were very thankful that the Committee passed the Workforce Innovation and Opportunity Act (WIOA) in the previous Congress. Your emphasis on requiring greater business community involvement in state workforce development decision making is proving very helpful.

As I mentioned at the outset, this past January, I was appointed by Governor Haslam to serve on the Tennessee Workforce Development Board. I am honored to serve in this position and am grateful that my Governor believes my Toyota experience can help foster an even stronger workforce development system in our state. I am excited to share Toyota's best practices with the state in order to broaden the impact of our ideas. Many of my Toyota peers are similarly situated on workforce boards where we have manufacturing operations. As a company, we believe aligning Perkins CTE reauthorization with WIOA would help make the workforce system more efficient and easier to navigate for employers interested in lending help.

Before the Committee today is an opportunity to continue making progress in this area through the Perkins Career and Technical Education Act. Toyota supports reauthorization of this Act. In doing so, the Committee should focus on areas of improvement that will better serve future workers and employers. A reauthorized Act should,

- First, align CTE programs directly with the needs of regional, state, and local labor markets in manners consistent with WIOA.
- Second, it should encourage and support meaningful collaboration between secondary and postsecondary institutions and employers; the AMT program is an example of an effective model.
- Third, it should increase student participation in work-based learning opportunities; again, our model is a good example of this.
- Finally, it should promote the use of industry-recognized credentials.

Reauthorization of Perkins CTE in this manner will strengthen the workforce pipeline across America. It would strengthen the foundation manufacturers like Toyota rely on.

Thank you for allowing me to testify before the Committee and I am happy to answer any questions you may have.

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<sup>1</sup> The current list of educational institutions partnered with Toyota through the T-TEN program include: Lawson State CC, Bessemer, AL; Gateway CC, Phoenix, AZ; Citrus College, Glendora, CA; Cypress College, Cypress, CA; San Diego Miramar College, San Diego, CA; Universal Technical Institute, Sacramento, CA; Ventura College, Ventura, CA; Atlantic Technical Center, Coconut Creek, FL; Miami Lakes Educational Center, Miami, FL; Mid Florida Technical, Orlando, FL; Kirkwood CC, Cedar Rapids, IA; Universal Technical Institute, Chicago, IL; IVY Tech CC,

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Indianapolis, IN; Jefferson CTC, Louisville, KY; Massachusetts Bay CC, Ashland, MA; The Community College of Baltimore County, Catonsville, MD; Dunwoody College of Technology, Minneapolis, MN; Ranken Technical College, St. Louis, MO; Forsyth Technical CC, Winston Salem, NC; San Juan College, Farmington, NM; Columbia Greene CC, Hudson, NY; Monroe CC, Rochester, NY; Suffolk CC, Selden, NY; Stark State College of Technology, North Canton, OH; Oklahoma State University Institute Of Technology, Okmulgee, OK; Umpqua CC, Roseburg, OR; Universal Technical Institute, Exton, PA; Eastfield College, Mesquite, TX; San Jacinto College Central, Pasadena, TX; Texas State Technical College, Waco, TX; US DOL Job Corps Program, Clearfield, UT; Tidewater CC, Chesapeake, VA; Clark College, Vancouver, WA; Shoreline CC, Shoreline, WA; Spokane CC, Spokane, WA.

<sup>ii</sup> Educational institutions affiliated with the Advanced Manufacturing Technician (AMT) Program include: Bluegrass CTC, Georgetown, Kentucky; Bridgemont CTC, South Charleston, WV; Vincennes University, Vincennes, IN; Itawamba CC, Fulton, MS; Alamo Colleges, San Antonio, TX; Jackson State CC, Jackson, TN; Calhoun CC, Tanner, AL; Jefferson CTC, Louisville, KY; State Tech College of Missouri, Linn, MO; Gateway CTC, Florence, KY; Elizabethtown CTC, Elizabethtown, KY; Somerset CTC, Somerset, KY; Owensboro CTC, Owensboro, KY; Southeastern Kentucky CTC, Cumberland, KY; Madisonville CTC, Madisonville, KY; Hopkinsville CTC, Hopkinsville, KY; West Kentucky CTC, Paducah, KY; Maysville CTC, and Maysville, KY.

<sup>iii</sup> Toyota is currently collaborating with the University of Kentucky to develop an Advanced Manufacturing Engineering (AME) program; Northwood University is currently the Advanced Manufacturing Business (AMB) program provider for the entire U.S.

Chairman KLINE. Thank you. Dr. Sullivan, you are recognized for 5 minutes.

**STATEMENT OF MONTY SULLIVAN, PRESIDENT, LOUISIANA  
COMMUNITY AND TECHNICAL COLLEGE SYSTEM**

Mr. SULLIVAN. Chair Kline, Ranking Member Scott, members of the committee, thank you for the opportunity to be with you this morning, thank you for the opportunity to be a part of this distinguished panel. Thank you for giving me an opportunity to share with you a few thoughts on the future of the Carl D. Perkins Career and Technical Education Act.

I am Monty Sullivan. I serve as president of Louisiana's Community and Technical Colleges. We are a system of 13 community and technical colleges serving over 150,000 students across Louisiana and providing administration and leadership for the Perkins' efforts there.

I am also a member of the American Association of Community Colleges and a Board member for Rebuilding America's Middle Class or RAMC.

Reauthorization of the Perkins Act is a critical step forward for our Nation as addressing the skills gap continues to be one of the foremost challenges for igniting our economy and more importantly, for improving the lives of Americans from all walks of life.

I hail from a State with a rich career and technical education history. In fact, recently, Lumina Foundation's A Stronger Nation report indicated Louisiana's overall working age postsecondary attainment rate improved from 50th in the Nation to 26th in the Nation.

A key factor in that dramatic improvement was the inclusion for the first time of less than Associate degree credentials. Louisiana ranks first in the Nation in the percentage of adults with a high quality postsecondary certificate, as the highest level of attainment. Not often do we get to make claims like that in Louisiana.

The strategic investment of Perkins' funds has been instrumental in achieving this accomplishment. This success has occurred in an environment with sharply declining State resources and increasing tuition. Meanwhile, Louisiana's economy continues to show strong workforce demands in spite of a recent downturn in the oil and gas economy.

The combination of a strong market demand, narrowing State resources, and increasing tuition costs has forced our colleges to focus more keenly than ever before on responding to the workforce needs of industry, improving the value proposition to our students, and maximizing every single dollar that can be driven toward a career and technical education.

Simply put, alignment of programs and resources to market demands has been key to our success.

The following is a list of policy recommendations for your consideration. First, align the Perkins Act with the tenets of WIOA to focus on solving the workforce challenges of States and communities. WIOA provided a foundation for data, definitions, and success measures that focus on regional labor market demands.

Labor market data should drive investments and be a key factor in performance metrics, specifically in the postsecondary measures

area. States with access to earnings data should be able to use that data to demonstrate their performance. Funding should be viewed as a means to underwrite programs that meet future workforce needs, not fund traditional programs.

Recommendation two, emphasize regional consolidated plans across education sectors with significant industry engagement. The most successful career and technical education programs or efforts have strong partnerships and substantive industry contributions, both financial and non-financial. These partnerships should be a basic tenet of the future of Perkins.

Number three, encourage dual enrollment opportunities focused on completion of high demand credentials, not simply courses.

Recommendation four, under the special populations provision of the Perkins Act, consider focusing on key populations.

Community colleges serve a broad cross section of the American people. Those most in need of training are often adults with no high school diploma and returning military veterans. Consider making specific allowances for these populations within the Perkins Act.

The fifth recommendation deals with accountability. Accountability should focus on end measures, not process means or unit measures. Set out the purpose of the Perkins Act and measure our efforts based upon outcomes meaningful to students, communities, and employers.

The reauthorization of the Carl D. Perkins Act is an opportunity to target resources at one of the Nation's most pressing challenges, educating and skilling our most precious natural resource, our people.

The programs funded through this act are today and will be more so in the future the path for millions of people to the American dream. I wish you the best in the work before you, and look forward to answering any questions you may have. Thank you.

[The statement of Mr. Sullivan follows:]

**Testimony for United States House of Representatives  
Committee on Education and the Workforce  
Monty Sullivan, President, Louisiana Community and Technical College System  
May 17, 2016**

Good morning! Thank you for the opportunity to share a few thoughts on the future of the Carl D. Perkins Career and Technical Education Act. I am Monty Sullivan, President of the Louisiana Community and Technical College System, a collection of thirteen two-year colleges serving over 150,000 students and providing administration and leadership for the Perkins-funded efforts in Louisiana. I am also a member of the American Association of Community Colleges (AACC) and a Board member of the Rebuilding America's Middle Class (RAMC).

Reauthorization of the Perkins Act is a critical step forward for our nation as addressing the skills gap continues to be one of the foremost challenges for igniting our economy and, more importantly, for improving the lives of Americans from all walks of life. I hail from a state with a rich career and technical education history. In fact, most recently Lumina Foundation's "A Stronger Nation Report", indicated Louisiana's overall working age adult postsecondary attainment rate improved from 50<sup>th</sup> to 26<sup>th</sup> in the nation- a key factor in that dramatic improvement was the inclusion for the first time of less than associate degree credentials. Louisiana ranks first in the nation in the percentage of adults with a high quality postsecondary certificate as their highest level of attainment. The strategic investment of Perkins funds has been instrumental to our performance.

This success has occurred in an environment with sharply declining state resources and increasing tuition. Meanwhile, Louisiana's economy continues to show strong workforce demands in spite of the recent downturn in the oil and gas sector. The combination of a strong demand market, narrowing state resources, and increasing tuition costs has forced our colleges to focus more keenly on responding to the workforce needs of industry, improving the value proposition for our students, and maximizing every single dollar. Simply put, alignment of programs and resources to market demands has been key to our success.

The following is a list of policy recommendations for your consideration:

1. **Align the Perkins Act with the tenets of WIOA to focus on solving the workforce challenges of states and communities.** WIOA provided a foundation for data, definitions, and success measures that focus on regional labor market demands. Labor market data should drive investments and be a key factor in performance metrics. Specifically, in the postsecondary measures, states with access to earnings data should use it to demonstrate performance. And funding should be viewed as a means to underwrite programs that meet future workforce needs.
2. **Emphasize regional consolidated plans across education sectors with significant industry engagement.** The most successful career and technical education efforts have

strong partnerships and substantive industry contributions (both financial and non-financial). These partnerships should be a basic tenet of Perkins.

3. **Encourage dual enrollment opportunities focused on completion of high demand credentials.**
4. **Under the special populations provisions of the Perkins Act, consider focusing on key populations.** Community colleges serve a broad cross section of people. Those most in need of training are often adults with no high school diploma and returning military veterans. Consider making specific allowances for these populations.
5. **Accountability should focus on ends measures not processes.** Set out the purpose of the Perkins Act and measure our efforts based upon outcomes meaningful to students and communities.

The reauthorization of the Carl D. Perkins Act is an opportunity to target resources at one of the nation's most pressing challenges- educating and skilling our most precious natural resource, our people. The programs funded through this Act are today and will be more so in the future the path for millions in pursuit of the American Dream. I wish you the best in the work before you.

Thank you.

Chairman KLINE. Thank you, sir. Thanks to all the witnesses, very inspiring stories. We are going to try to move with some alacrity here, mindful of Senator Kaine's need to leave a little bit early. We are going to try working with 5 minutes per member but we may very quickly cut it to 4 so that everybody has a chance to participate.

Let me start, Mr. Bates, in your testimony, you really talk a lot about the effectiveness of the advanced manufacturing technician, the AMT program, and how it helped address Toyota's workforce challenges. Toyota is a very large company.

Mr. BATES. Yes.

Chairman KLINE. A lot of resources that smaller employers may not have or will not have by comparison. How have small businesses been able to participate in or benefit from the AMT program?

Mr. BATES. Thank you, Chairman Kline. That is a wonderful question, and I can speak to my experience in Jackson, Tennessee with Jackson State Community College. Our community does not have a large manufacturer, even though I work for Toyota, our plant is about 315 team members. Most of the employers around our area are less than that.

We were able to reach out to them and ask them what their needs were. Consistently, from talking with other H.R. managers, they have always struggled with finding skilled technicians. We recognize that by them participating in this program, they would also be able to take advantage of the opportunity.

One of the key successes of this program is the work based learning opportunity, the co-op program, as we call it. I, myself, could not sponsor or have more than 2 or 3 co-ops a year, and other smaller manufacturers could only maybe take one co-op a year. By coming together, we could work with our community college and be able to support a cohort of 20 to 25 students, and that is exactly what we did.

This program is designed to allow even a small manufacturer with less than 50 employees, per se, be able to participate, to sponsor a co-op, and have them work at their facility, and then when the students graduate after 2 years with their Associate of Applied Science degree, not only do they have a degree, they have 2 years of work experience at the factory they are co-oping. The employer has an opportunity to hire that student to come then work in their facility for the future.

It is a great opportunity to bring all sizes of manufacturing together for this program.

Chairman KLINE. Good story. Thank you very much. Mr. Scott?

Mr. SCOTT. Thank you, Mr. Chairman. Senator Kaine, you fought to expand career counseling, modernization of high schools with work based learning opportunities, and designation of CTE as a well-rounded education component of ESSA.

You also worked to get relationship skills in there that, I assume, would be very helpful as one of the soft skills we keep hearing about.

What can we do to make sure that what we did in ESSA is coordinated with the CTE programs?

Senator Kaine. Thank you, Congressman Scott. It was an important part, I think, of ESSA and the reauthorization this committee and the Senate did. We did focus on the career counseling piece. I think some of the testimony of the other witnesses have suggested that is a really important part of this for teachers, counselors, and students, and their parents to understand how valuable these opportunities are.

I think the key that we all should focus on is now that the Department of Ed is working with the chief State school officers to implement ESSA—my wife as Secretary of Education in Virginia is doing what 49 other secretaries are doing, pulling together the stakeholders, trying to figure out how to implement for the school year that begins in the fall of 2017.

I think it is really important that through the Department of Ed and in our own interactions with our State officers and the States we represent ask what are you doing on the career counseling side.

It is really important what you did by elevating CTE as kind of a core curriculum as part of the ESSA reauthorization, was to end the stigma that much of the testimony discussed. We have to make sure as the chief State school officers are making the implementing changes that does actually lift to front and center. I think this is really important work that we can be about between now and the fall of 2017.

Mr. Scott. Thank you. We both work on judiciary issues and have found that CTE can be an effective strategy for keeping children engaged. How does your CTE Excellence and Equity Act help keep children engaged and reduce achievement gaps and things like that?

Senator Kaine. Very important. I could not have had a better example than the witness who followed me. So many of our youngsters in high school who are really talented and able to do well, maybe they just do not see the relevance of what they are learning, and then they start to get into a CTE curriculum, and not only do they find that really exciting, but then the CTE curriculum reminds them why the academic subjects are strong.

I have had numerous interactions with students, for example, who have decided to take CTE courses in the allied health fields, EMT, and suddenly their biology and chemistry grades go way up because they understand what the relevance is.

The act on CTE excellence and equity that we are promoting on the Senate side would be a pilot project to really go into underserved students, students who are not academically successful but maybe they are not successful because they do not grasp the relevance to their future life, and do programs that provide them with student support, but also have significant connections to the private sector to regional workforce demands and higher ed institutions.

It is that partnership, I think, that some of our students just do not know what is out there, when they see that partnership, they really catch fire about what their opportunities are.

Mr. Scott. The chairman and I both mentioned in our opening remarks the difference between career and technical education today and what used to be an alternative to an education. Can you



talk about the importance of making sure that we get the core academics as part of any CTE program?

Senator KAINE. Absolutely important. And as I think about my own high school years, many, many years ago, vocational education was almost kind of a tracked system where people would be sort of pushed there if teachers or guidance counselors did not think they were college material, whatever that means.

We want to raise CTE but we can't do it in a way that repeats sort of the tracking phenomenon of the past. I think that is why I really like this Middle STEP bill we have in. We have to equip students with the tools to start making choices among competing career paths that are all great.

They start to make those choices when they are signing up for high school courses, but usually they are picking high school courses without having done a lot of intentional thought about what their career options might be.

Middle school is not too early for kids to decide do I see myself working outdoors or indoors, or in front of a computer. You can get kids to start thinking about what works for them. I think we need to expand CTE but not repeat some of the kind of tracking mistakes of the past. If we do, we will compound our equity challenges.

Mr. SCOTT. Thank you.

Chairman KLINE. Thank you. Mr. Wilson, you are recognized for 5 minutes.

Mr. WILSON. Thank you, Mr. Chairman. I would like to thank each of you for being here, and particularly Mr. Tse. Your testimony is an encouragement to other young people to have successful lives and fulfilling lives, and I wish you well in your career.

Mr. Bates, I was particularly impressed by your description of the employer driven training partnership you have developed. In South Carolina, we have attracted many blue chip companies such as Boeing, because of the ability to create skilled talent with advanced career and technical education workers through employer driven training partnerships such as the ones you described.

A great example is the Boeing Ready SE partnership. This program has resulted in hiring over 4,500 program graduates since its founding in 2009. South Carolina was able to go from a State that did not have a significant aviation industry into one that is producing the world's most advanced wide body aircraft, the 787 Dreamliner, with 8,000 employees, and obviously suppliers across the State.

This is why I would like to see these programs encouraged in the reauthorization of the Perkins Career and Technical Education Act. Could you speak to the emphasis that employers are placing on the availability of talent in deciding where to locate their major operations?

Mr. BATES. Yes, Congressman. I think that is very important. In my community, the economic and community development group is very active in reaching out to global manufacturers to come relocate to our area. I think many States are the same way.

I can testify that our AMT program that we established at Jackson State Community College was a determining factor for a recent manufacturer to come to our State and set up their manufacturing operation. They are an automotive supplier. That was one of the

decision makers for them, they knew they had a workforce development program at a local community college that was going to be able to provide them with the skilled technicians they were going to need not only now but also in the future.

These types of programs are absolutely essential for our continued growth in developing our global manufacturing leadership here in the United States.

Mr. WILSON. I want to congratulate Tennessee. Dr. Roe has educated us on the success of Tennessee. From the perspective of South Carolina, we are very grateful with the success of a sister company, BMW, we are the largest exporter of cars of any State in the Union. Again, Mr. Tse, we still have room for you in South Carolina.

We have tire manufacturing. Who would imagine South Carolina is now the leading manufacturer and exporter of tires with Bridgestone of Japan, with Michelin of France, with Continental of Germany, Giti Tire of Singapore. Again, it is technical education that has made a difference.

Dr. Sullivan, in your testimony today, about creating jobs, I am really grateful as I cited in South Carolina, we have had terrific programs like Apprenticeship Carolina, the SC technical college system. With that and your background, what would you identify as the biggest challenges facing schools and businesses to partner to improve the CTE programs?

Mr. SULLIVAN. Thank you for the question, Congressman Wilson. Certainly, the State of South Carolina has offered a great deal for many of us to learn from, and we are appreciative for the good work going on there.

One of the things that I think is most important for us to do as community and technical colleges is to remain both aware of and keep pace with industry demands in terms of the workforce needs. Often times, that can be a difficult challenge because of the resource limitations.

Perkins provides a critical opportunity for us to be able to make those investments to remain competitive in terms of the curriculum that we offer.

One of the second areas that is very difficult for our colleges to keep up with is to ensure that our faculty members have the training necessary to be relevant in the classroom for students. That relationship back with business and industry, just as we talked about a few minutes ago, so very important, because industry often times can help us to not only know where they may be today but also to forecast where they are going in the future.

Mr. WILSON. I want to commend Virginia for its success. One of the reasons we had success, it goes to the equipment, is a company could locate their manufacturing equipment in a technical school and reserve their proprietary information, and persons could be trained so that immediately when the facility is completed, a young person like Mr. Tse can go right to work and be very productive.

I yield the balance of my time.

Chairman KLINE. I thank the gentleman. We are starting to run out of States, I think. I am not sure. I feel slighted, by the way. Ms. Fudge, you are recognized.

Ms. FUDGE. Thank you very much, Mr. Chairman. Thank you all for being here today. It was enlightening to hear your success stories and as well to hear our chairman talk about the need for these programs now more than ever.

And with that said, I do have to note that Perkins' funding has declined by 24 percent since 1998. So if we need these programs, certainly we need to take a look at how we fund them.

Senator, can you just talk to me about how this reduction in funds has hindered the expansion of high quality CTE programs?

Senator KAINE. The reduction of funds is sort of coming at exactly the wrong time because the good news is I think there is a renaissance of awareness that this is really important, and with the economic circumstances, especially the fiscal reversals and recession of 2008 and 2010, there is even more need for training, and more need for people to receive that training.

So the funding has been going down at the same time as the need has been increasing, and thank goodness, we have all been realizing the importance of these programs. You get good bang for the buck out of these investments.

Ms. FUDGE. I just want to say, as we all fly a lot, I was sitting on a plane one day next to a guy. This is in the last month. He probably had the dirtiest fingernails I have ever seen in my life, right. I asked him what he does. He teaches welding to young people at a high school in Texas.

He started to talk to me about how important Perkins was. He started to talk to me about what these young people have accomplished through his programs, and how they have succeeded when no one thought they would succeed.

I agree 100 percent, we need to look at the funding and we need to fund more of these programs so these young people can come out and do productive things. We know there is a shortage of welders in this country, or bricklayers, and masons. We need to train them. I think we can do that if we put the resources in it. I thank you for that.

As well, Senator Kaine, last year, I introduced the Go to High School, Go to College Act, which would expand Pell eligibility, of course, for students attending early college high schools. You introduced the JOBS Act last year as well, which would allow Pell grants to students enrolled in short-term job training programs.

Can you talk a bit about why it is important for us to expand the use of Pell grants to these kinds of programs?

Senator KAINE. I will get on my soap box, this is really important. This is an example of the second class status of CTE that still is kind of contained in the Federal laws. So a Pell grant, if you income qualify, you can get a Pell grant but the course has to be the length of a college semester. A lot of high intensity welding programs are 10 week courses. It is not the length of a college semester, it is not 14 weeks. We do not allow Pell grants for these intense CTE programs.

Why don't we? The student income qualifies. It is because we have viewed those programs as second class. I will tell you another one. In the military, active duty, military tuition assistance benefit. You can get that if your CO says what you want to study is relevant to your MOS.

You can use it at a community college or a college, up to \$4,500 a year, but if you want to use \$300 to take the American Welding Society's certification exam because you are trained as an ordinance enlisted officer, you can't use the money for the certification exam. You got to use it on a college campus. It makes no sense.

There are still many policies that kind of hold the college and CTE on two levels. Some of the best policy we can do is going through and removing those vestiges of the day when CTE was not viewed as of equal measure. That is why we introduced the JOBS Act. So if you income qualify, take that 10 week HVAC intensive course. It does not have to be the length of a college semester.

Ms. FUDGE. I am hopeful that is something we can do on a bipartisan basis. It makes all the sense in the world. I am hoping that my colleagues will be supportive of it.

Lastly, to you, Senator Kaine, please talk to me about why it is important for us to address the Higher Education Act as it relates to training educators in the CTE programs.

Senator KAINE. Great question. The Higher Education Act is also maybe the best place to fix this Pell grant disparity that we were just discussing. But, training is critical. One of the bills that we have that I was discussing in my testimony, Educating Tomorrow's Workforce Act, really talks about this career training and professionalism.

I think we have all seen many of our great teachers these days are career switchers, but there is no place where that is more the case than in CTE education. I am sure the teacher that you talked to on the plane with the dirty fingernails, before he was a teacher, he was a practicing welder, and then he was bringing that into the classroom.

So professional development is really important, and maybe with a special focus on the career switcher, to bring them from the technical field into the classroom, they tend to be the most popular teachers in many of the schools where they work.

Ms. FUDGE. Thank you. I yield back, Mr. Chairman.

Chairman KLINE. The gentlelady yields back. Senator Kaine, it is not my role to be your staffer, but I understand we have reached your hard stop. I want to thank you again for your time and your expertise, and wish you good luck in turning that slide around. The Jesuits still need you.

Senator KAINE. Thank you, Mr. Chairman.

Chairman KLINE. Thank you very much, Senator. Dr. Foxx, you are recognized.

Ms. FOXX. Thank you, Mr. Chairman. While Senator Kaine is leaving, I want to say how much I appreciated his comments, in particular his experiences with seeing people who feel going into education that is not a four year degree is something less than a four year agree. I have experienced that myself.

As far as I know, everybody getting a four year degree wants a vocation, therefore, my attitude is all education is vocational education, because everybody is out there wanting to get a job when they complete their credentials. We might keep that in mind as something to talk about.

Mr. Bates, you recommended we consider ways to increase work based learning as part of the Perkins Act reauthorization. I think

we can all agree that work based learning is important and it benefits students. If you want to say more about that, okay, but I think we get that.

Tell me what Toyota did to get the schools on board with this idea because that is usually a big hurdle to face.

Mr. BATES. Yes, that is a good question, Congresswoman. One of the things we had to do when we first were looking into this program is we had to be very honest with the schools. The community college came to our facility and were asking us how they were doing.

We had to tell them, unfortunately, the graduates and the students that they were producing were not meeting our qualifications. That was measured through a pre-employment test skills test, technical test, that the graduates had to take. We had a 25 percent pass rate, which is not very good.

They were very willing to hear and take that knowledge, and we shared with them the AMT program Toyota had utilized in Kentucky, and they then went out of their way and visited the communities and colleges in Kentucky. They went to Mississippi. They saw the value of this program, and they also saw and recognized the value of cooperative work experiences.

I think that experience allowed them to then realize the benefit of it. The other benefit that we had locally is one of the directors of the program had gone through many, many years ago a tool and die journeyman's apprenticeship. He was able to then also realize the value of his work experience in getting to where he was in his career.

Those types of experiences and reminding the schools that their job is to help produce students who can find employment, and the best way to do that is to provide them an education and also provide them with an opportunity to apply that education and develop that skill.

Ms. FOXX. I have talked with Toyota people about the T-TEN program and about how you involve smaller employers in your program, too. I want to commend Toyota for having the perspective that it is important to help people get a good education throughout the community because you share these people back and forth.

I am a big proponent, as my colleagues know, of apprenticeships, internships, on-the-job. I understand that Toyota has not registered the AMT program with the Department of Labor. Can you discuss the reasons you opted not to register the program?

Mr. BATES. I think I can answer that question simply as logistics. The AMT program is not just a program that Toyota is doing by itself. We are really dependent upon the schools to provide the curriculum and the training. We have over 160 other companies that are part of the program in a variety of different States. To coordinate what that would require to get it federally recognized would be a very difficult endeavor.

I would say, however, in my understanding of federally recognized apprentice programs, what we have would meet the qualifications for that program.

Ms. FOXX. Thank you very much. Mr. Tse, at what age do you think schools should start exposing students to career exploration and CTE learning opportunities?

Mr. TSE. Congresswoman, I personally feel the earlier the better. I think kids should make their own choices, they should be able to explore what is right for them as early as possible. As Senator Kaine mentioned earlier, I think middle school would be a great starting point for kids to look at different paths they want to take in life.

Ms. FOXX. Thank you. Mr. Chairman, just one quick comment about the 25 percent pass rate. It does us no good to keep throwing money at these programs if we do not have accountability, and they are not producing what it is we need.

I think this hearing is great, telling us how we need to reform the programs to get what we need for the money we are paying.

Chairman KLINE. The gentlelady's time has expired. Ms. Bonamici?

Ms. BONAMICI. Thank you very much, Mr. Chairman, and Mr. Ranking Member, I am very glad we are having this discussion today about how to strengthen the Perkins Career and Technical Education Act. It is something that comes up at almost every single high school I visit.

In St. Helens, Oregon, which is a town of about 13,000 people in rural Columbia County, there is a view of Mount St. Helens, that is where the town's name came from, they have five different CTE programs, all of which serve the community. They have an early childhood education program that runs a day care center. They are the only high school in Oregon that has a AAA certified auto repair shop.

When I met with the instructor, he said we do not just teach students how to repair cars, I teach them business ethics, there are so many lessons there. Their construction students build tiny homes, which is kind of a win-win for communities that have housing challenges.

I have seen so many students who are engaged because of the availability of these classes. Sherwood High School in my district has a girls only welding class. It is always full with a wait list. Newberg High School has a fabulous culinary program where students are learning chemistry and science as well as culinary skills.

One of the things I want to emphasize, we all know about the skills gap. There are so many examples of CTE courses that are designed to really meet the local needs. Another example from my district is Yamhill Carlton High School in Yamhill County, in partnership with Chemeketa Community College. They have viticulture programs to teach people how to work in the wine industry, which is a big part of the economy there. It is the only high school I know of with a vineyard. They are teaching students the skills they need for those local jobs.

As Senator Kaine mentioned, often times these CTE classes inspire students to do well in their other courses as well, and I am concerned that we are in a situation where we are denying opportunities to students to experience CTE courses, just because there may not be jobs available in that particular area.

Students are learning important skills, like collaboration, communication, responsibility, as well as academics. I would have concern if we are only giving these opportunities to students if there

are jobs that match up in the local community at that period of time.

This is education. We need to make sure that students are having skills for the jobs of tomorrow that we might not even know about as well as the jobs of today. I am sure I speak for all my colleagues when I say I hope we can reauthorize Perkins and provide States and educators with the direction and resources they need.

I know both Ms. Foxx and Mr. Wilson talked about the work based programs. Boeing in Oregon, for example, has an internship program, and they pay students to learn. Some of them go on to take positions with Boeing, many go to other similar manufacturing companies or go to apprenticeship programs that are operated jointly by Boeing and the International Associations of Machinists and Aerospace Workers.

So I wonder if you could discuss, Mr. Bates, briefly, because I want to have time for another question, how are those work based learning opportunities—how can we expand those but particularly with focus on some of the rural areas?

Mr. BATES. Yes, I think that is an excellent question, and that is a struggle in my State as well, in Tennessee. We have a large rural population that struggles to have those opportunities.

I think one of the things that is very helpful is the community college system in my area does reach out to over a 10 county area, and most of them are rural counties. One of the things that we have done is reach out to all the various high schools in those counties and educate them about the programs that are available, the CTE type programs.

We have visited high schools, and we have talked to them about the value of manufacturing and the skills necessary to learn and be able to be effective in manufacturing.

One of the things that is important is to also help them recognize that if we are able to provide them with good job opportunities, provide them with a great education, that their time in learning those skills are going to be beneficial to them in the long run.

Ms. BONAMICI. In the remaining few seconds, I want each of you to just talk about the importance of evidence-based practices, and we need to have ongoing research to help identify proven strategies. Any thoughts on how important that is, to make sure we are engaging all students in proven programs?

Mr. SULLIVAN. Perhaps I will begin. I think career and technical education is a natural fit for evidence-based practice. There are lots of examples out there, not only of exactly the skill sets that are needed within the curriculum but also the outcomes.

As we talk to employers across Louisiana, they have said to us show me a quality program and we will show you graduates that are making a great income. The evidence not only is happening within the curriculum but as well within the earnings side of things.

Ms. BONAMICI. I see my time has expired. I yield back. Thank you, Mr. Chairman.

Chairman KLINE. I thank the lady for yielding back. Dr. Roe?

Mr. ROE. Thank you, Mr. Chairman. Mr. Tse, I can do a very sophisticated operation on your wife or your family, but my air condi-

tioner does not work on the third floor of my house right now, and I need you in Tennessee.

We are not a wealthy State in Tennessee. We do not have a State income tax. We have the lowest per capita debt in the Nation. We had the largest education gains in the country for three years in a row. We had the second fastest job growth. We have no road debt. We are a very well run and managed State, yet we recognized in our State that career and technical education was incredibly important. We are the only State in the Union that provides free community college and technical education.

If you leave the workforce, let's say you lose your job, something happened to your job where you were, there is a program called Tennessee Reconnect. You can come back in and be retrained. This was something we recognized for the future of our State.

It will not pay dividends for 10, 15, 20 years, but Tennessee is investing heavily in CTE education.

One of the things I want to get to fairly quickly—by the way, just another comment, during the height of the recession, 90 percent of the people who graduated from our technical schools got jobs, during the height of the recession, when other people were looking for jobs everywhere.

There is a huge need for what you are doing. I am totally supportive. What I want to do is if Tennessee can do this and make this investment, and we have like the 4th or 5th lowest per capita income in the country, why don't other States do it?

What I want to know is how do we streamline this, and Dr. Sullivan, you touched on it in your comments about the four or five things we could do. How can we make this money go further?

Mr. SULLIVAN. Thank you for your question. I think probably the beginning point is to have consolidated plans across educational sectors. The notion of having a local application plan for a secondary school system and a separate plan for postsecondary education, both of whom are probably trying to engage with employers separately, is a non-starter. It really is not very efficient use of the dollars.

When we begin to think about it, we have to think about the act, more so turning the telescope around from the other end, and begin to think of it from the labor market perspective and the employer perspective, rather than from the educational entity perspective. I think that is a big shift in our thinking.

Mr. ROE. That is how you would coordinate the WIOA that we did a couple of years ago.

Mr. SULLIVAN. Yes, sir.

Mr. ROE. Mr. Bates, one of the things I wanted to ask was basically what you all did at Toyota was private sector driven. You had to get skilled technicians to work in your plant in Jackson, Tennessee, or otherwise you could not be competitive in the world.

Mr. BATES. That is correct.

Mr. ROE. You reached out to the technical schools, private sector reached out to the public sector, and you worked together to try to create this opportunity not only for the students but for job creation. Am I correct?

Mr. BATES. Yes.



Mr. ROE. Is that the way we should be going? I believe this top down approach we do here, where we try to tell you what to do, is the wrong way. I believe the bottom end approach where you all are on the ground working every day, you know what your needs are—one of the things we have not mentioned, and in a bipartisan way, we worked on this last week.

One of the things I hear at home all the time is can you pass a drug test, something as simple as that, can you just pass a drug test. Will you show up to work on time. Those are soft skills, I realize, but those are just as important as the other technical skills that you are learning.

One other question I have is as the committee looks into this reauthorization of Perkins, what reforms should we consider to allow States to meet the unique educational business needs? What should we do?

Mr. BATES. I think it is important to reach out to the local industry to find out what specifically is necessary. I have to give credit to Governor Haslan in the State of Tennessee. Many years ago, four or five years ago, he went through the entire State and had roundtables with educators, with local industry, and had discussions, what is it that we need to provide.

In our community, it was we need assistance with helping to provide for the skilled training for the skilled technicians for our future workforce. He was able to take that information from across the State and develop various programs that allow us to have things like you mentioned, Tennessee Reconnect, Tennessee Promise, which encourages young people to look at technical education and community colleges as a way to get that technical education for their future.

Mr. ROE. Many people, as has been pointed out, will just use that as a stepping stone to then go further their education in something else as Mr. Tse did.

One final comment. I think one of the frustrations I have in this place is we have an overtime rule that is going to come out this week. The University of Tennessee, one of my alma maters, complying with that one rule, not a law but a rule, is going to add 4 percent to the tuition of every student that goes to the University of Tennessee, whereas one of the biggest barriers to education today is cost.

Vanderbilt University, complying with all the rules and regulations they have to do, costs them \$150 million to comply with government rules and regulations.

I yield back, Mr. Chairman.

Chairman KLINE. The gentleman yields back. Mr. Pocan, you are recognized.

Mr. POCAN. Thank you, Mr. Chairman, I appreciate it. Thank you to the witnesses. I get a chance to visit a number of technical schools, not only in our State, but in other States. One of the things they always point out is the value of the Perkins' money, and they show me what they used it for and how many people it is helping. That is really appreciated.

In fact, just last week, I was at Gateway Technical College. They had a group of children, a couple busloads of children, doing Sumo

wrestling robots, to get the interest, and it was great watching the energy and participation on that.

I do want to echo, I think, Ms. Fudge's request about why it is still very important that we look at the funding. I have seen the funding in these facilities.

I would like to try to get to three areas. The first one, Mr. Bates, in one of your suggestions, you talked about more student participation. I was hoping you could just expand on that a little bit, and also talk about teacher participation. I think as Senator Kaine just started mentioning a little bit, we need that pipeline of those teachers, especially people entering mid-career, but often they do not have a lot of say in the Perkins program directly. Could you just address that point you were talking about and maybe add about teachers?

Mr. BATES. Teacher involvement is absolutely critical. One of the things we have done at our facility is we have reached out to teachers and exposed them to what today's manufacturing is.

In fact, while we have students come in and they walk through our plant, and they are bright-eyed and excited about the technology that we have, I have always found the facial expressions of the teachers much more entertaining, because they cannot believe the amount of technology that we have.

We have robotics that are moving pieces of product. We have a lot of automation that is moving things back and forth. They cannot believe that manufacturing is the way it is today.

That exposure to a teacher is extremely important.

We have offered summer externships for teachers to come and work in our plant for the summer, whether they are a math teacher, whether they are a science teacher, we have even had English teachers come and work in Toyota facilities, to learn what it is like to work in manufacturing so they can then go back to their students and talk about how what they are teaching applies in the real world.

That exposure and giving teachers that opportunity to see what manufacturing is, is absolutely critical in their further education and understanding.

Mr. POCAN. Great, thank you. Dr. Sullivan, I had listening sessions last week in the district. Someone came and talked to me about specifically the question—I was hoping you might be able to address this or if you know, some best practices, we have a lot of people who actually are doing gaming in our area. It is one of our three kind of growing industries.

They said that Perkins is not always available for that, and sometimes they are afraid that some of the things we may be teaching with Perkins might be things that might be a little bit maybe antiquated in a few years.

Can you just address that a little bit? I would like to be able to get back to my constituent.

Mr. SULLIVAN. Sure. Thank you for the question. This is one of the areas where I think we need to aim the Perkins' resource at those efforts that are in emerging markets. Sometimes, that puts you on the bleeding edge rather than the cutting edge.

I think you have to be careful that the investment is being made in an area that is going to pay off for your communities, for your

schools, for your colleges, but imagine for a second the critical thinking that goes on in some of the gaming programming areas. They are certainly a benefit to the student. If you can demonstrate that it is an emerging market, I think it makes sense to be able to make those investments.

Mr. POCAN. Thank you. Just a general question, for anyone in the remaining minute and a half. The point that Senator Kaine brought up about a stigma surrounding CTE sometimes in our society.

I have Madison, Wisconsin in my district. I have heard stories of people are picked up in cabs from the airport by people with Ph.D.'s in Russian literature, but I have a buddy who got a technical degree and is working on safety and construction sites, and he is doing extremely well for himself in just a short amount of time coming out of technical college.

Can you address that a little bit, some ideas about how we can help work on that issue?

Mr. SULLIVAN. I think we have to begin with the notion that there is a great deal of math and science that goes on for that welding faculty member. Imagine for a second, geometry, as an example, that goes into angles, as someone begins to think about how to apply two pieces of metal together, the chemistry behind it.

We have a mindset, I think, that has to be broken to begin to think about the academic side of what goes on in career and technical education. The other side we mentioned a second ago with critical thinking. There simply is not an area of education more so than career and technical education where critical thinking is important.

Mr. POCAN. Anyone else want to address that?

Mr. BATES. I think the stigma is unfortunately there, but what we can do is help to educate what career and technical education is. The science and the math that our technicians are utilizing to program the robots, to troubleshoot the robots, that is engineering work that is being done. It is not what people think of career and technical education today.

Mr. POCAN. Thank you. I yield back.

Chairman KLINE. The gentleman yields back. Mr. Walberg?

Mr. WALBERG. Thank you, Mr. Chairman, and thanks to the witnesses for being here today, and your testimonies have been instructive. I just want to thank my colleague, Dr. Roe, for bringing up the overtime rule. We are talking about making a value and using our resources wisely for training, especially in CTE, and yet we find ourselves siphoning off more opportunities as a result of wrong-headed regulatory impingements on the system working. Appreciate you bringing it up.

Dr. Sullivan, I have talked with a number of employers, including Toyota, in my district, who have told me they do not believe that students are presented with a full picture of their educational and career options.

You have pointed out some things about teachers coming through site visits and being amazed with what they are seeing, and maybe that is one of the key concerns.

As a result, they find it difficult to encourage students to pursue CTE careers, careers that are amazingly diverse, as I have walked

through manufacturing sites, small businesses and large alike. A diverse career field, financially rewarding, fulfilling. In fact, some jobs that will never leave. They are there.

If a person is willing to climb an energy pole or work on a roof or to work in a basement, build a construction, a machinist, too and die makers, welders. I can go on and on of areas that are amazing with opportunity.

What role should career guidance and career awareness activities play in promoting the value of CTE programs, and ultimately, fulfilling careers?

Mr. SULLIVAN. Sure. Career guidance is certainly a critical component, but I think it begins even before that. It is so very important to have industry engaged from the very beginning.

A classic example, just yesterday, in fact, JPMorgan Chase announced an investment in the City of New Orleans. I was at Warren Easton High School for the New Skills for Youth initiative. Where JPMorgan Chase sees an opportunity to invest in the people because there are specific outcomes that they are looking for, it is indeed an investment, not a gift.

Having those students exposed to local industry early on, be it middle school, as was pointed out a few minutes ago, I think it is important that we not lay that burden upon counselors only. It is important that counselors have partners in business and industry from the beginning that not only informs where a student may go, but it also informs the curriculum, it informs the equipment, it informs the teaching background that individual faculty should have.

It also ultimately leads then so students begin to think of our institutions and our programs as an entre into a specific industry. That is a view that I am not sure many students have today, but we certainly have to begin to change that direction.

I think as you have industry involved with those counselors, they have a much better opportunity to tell the story of the career path.

Mr. WALBERG. You bring up a great point there, that comradeship of industry with education. We also have a challenge of the peer pressure that I am seeing from parents who think Billy and Susie down the street went to University of Michigan, so my Tommy and Nancy have to go there as well, as opposed to seeing the unbelievable opportunities that are expanded beyond that, not just simply with a four year institution but sometimes the stacking of certificates. How do we deal with that?

Mr. SULLIVAN. You are absolutely correct, and I will give you one example. As chancellor at Delgado Community College, we would point to our allied health programs where more than one-half of the students graduating from those health care programs already held a Baccalaureate degree. These are students going back to college to earn a credential that would ensure they were able to go to work.

Over time, I think enough graduates living in basements will help us as a Nation understand that perhaps alignment of curriculum and alignment of programs, the work that has gone on by Tony Carnevale and the folks at Georgetown, really sort of aims us at major matters. How much you earn is directly related to what skills you have. As a Nation, I think ultimately we will get there, but we are certainly not moving as quickly as we should.

Mr. WALBERG. Mr. Bates, as the committee looks to reform and approve this law, how can we streamline programs to ensure Federal dollars enable students to develop the right skills to meet the 21st century needs?

Mr. BATES. Again, I think it is important that we have involvement with education and industry leaders to talk about what are those skills so that we are targeting that funding to the appropriate skills that are going to not only supply the skilled workforce for today but that industry that understands what the technology is going to be in the future.

By sharing that knowledge with the educational partners, we are able to make sure that the curriculum is established that is going to fund the future training needs as well.

Mr. WALBERG. Thank you. I yield back.

Chairman KLINE. The gentleman yields back. Mr. Takano?

Mr. TAKANO. Thank you, Mr. Chairman. I certainly want to push back a little bit on the overtime rule. I might just mention that in 1975, over 65 percent of salaried workers in America were entitled to overtime pay. Today, that percentage of the workforce is down to 8 percent. It is high time that we updated the overtime rule, and I am very, very eager to see what the President does today.

Mr. Tse, I wanted to just congratulate you on your very brave and courageous path.

Mr. TSE. Thank you.

Mr. TAKANO. Especially as an Asian American young man, there is a tremendous amount of pressure for us to succeed in higher education. I know you must have suffered mightily from the expectations of your family.

You are such a great example to so many Asian American young men and women across the country to show that not everybody has to go to college to succeed. Indeed, I think you probably have stackable credentials that you have plans or you have already done so, getting your degrees in higher ed. You have made a remarkable path, and you have shown people that way.

We need to destigmatize the pathway for all minorities because of the past reputation of how vocational education was a dumping ground, and a way to put people who were "not qualified" for college into programs that did not serve them well.

We need to re-do the image of career and technical education for all Americans, and you certainly serve as a great example. I wanted to just take a moment to say that.

Dr. Sullivan, yesterday the Department of Education announced that the Obama administration would make Pell grants available to high school students who simultaneously take college courses at 44 colleges or universities.

How can we encourage dual enrollment opportunities, and how does the Louisiana Community and Technical College system foster opportunities in the context of our discussion today?

Mr. SULLIVAN. Sure. Thank you for your question. Dual enrollment is an absolutely critical strategy to solving the Nation's attainment issue. The dual enrollment effort needs to be focused, however, not simply on completion of courses, but rather on completion of credentials, and those demand credentials matter.

Dual enrollment has been a strategy and a focus for us in Louisiana for a number of years now. I can tell you that the career and technical education side has a particular bin for those students who may not perform well in the academic areas simply out of interest as much as anything, but we are also seeing a large number of minority students who are enrolling in those career and technical education fields, be it dual enrollment, we are seeing those students complete credentials and benefit going forward.

One of the changes that has happened for us as a Nation, I believe, in higher education, is education is now becoming much more iterative in nature. We talk about stackable credentials. Many of these students are completing their first credential, going out into the world of work, and then being able to gain those certifications.

You heard it earlier from one of my fellow witnesses here about the ability to come back and gain some certification that allows you to go to that next level. Dual enrollment certainly feeds into that iterative nature as well.

Funding for dual enrollment is an absolutely key strategy for us as a Nation.

Mr. TAKANO. Thank you. Thank you. I am very focused on that area, trying to make that happen, make our Federal funding, whether it is Pell grants or whatever, State grants that go into this, these funding streams for dual enrollment are important, and we need to be able to give you the pots of money to reduce the class size, because it is expensive education as well.

I want to make sure I throw out a call out to Toyota and Mr. Bates, remarkable stuff you are doing with the AMT program, which is really maintenance, it is maintaining the machines, but it is not the maintenance of our fathers or grandfathers' day, sweeping floors, maintaining the place. This is about maintaining robots and fixing robots.

Mr. BATES. Yes.

Mr. TAKANO. There was no Federal money involved. This was driven by a partnership. I want to congratulate you for working with the community college system and that community college system working with you.

Mr. BATES. Yes. I will not say there was not any Federal dollars. The community college was able to use some prior Perkins' money to be able to provide for some of the equipment and the training that was necessary for the instructors.

Mr. TAKANO. Thank you for clarifying that. So there was some federal. Mr. Tse, quickly before my time runs out, I see as low as 5th grade, students have a self-awareness of whether they are good with their hands or not, things like that. I would take it back from middle school all the way down to 5th grade as far as what we do to reach younger people.

Chairman KLINE. The gentleman's time has expired. Mr. Allen?

Mr. ALLEN. Thank you, Mr. Chairman, and I want to thank the panel. This has been a very good discussion. When it comes to re-authorizing programs, at least everywhere I go in my district and really the State and across the country, people ask me when are you all going to quite spending so much money, when are you going to balance your budget.

That makes the reauthorization of these programs very difficult, and that is why we are here today, to try to determine where we can get the best bang for the dollars we invest. That is what the American people expect of us.

Obviously, one of the things we have to do is grow this economy and get people back to work, able bodied people back to work. That will help us with our mandatory spending problem, it will reduce that, which would lead to balancing this budget.

As a former member of the business community, I am committed to growing the economy, and I know you have to invest money to get a return, to grow revenues. In fact, that is why I ran for the United States Congress.

As far as the thing that I see at least with education and developing a skilled workforce is motivation. How do we motivate young people to want to go and get the training and get a good job?

One of the greatest gifts God has given me is to give people that opportunity to get a good job, give them the dignity and respect they deserve, and allowing them to support their family, their church, their community, and this Nation.

So, Mr. Tse, you obviously were motivated. From your personal testimony, what clicked in you that said hey, this is what I want to do? Of course, obviously, you have been very successful.

How can we apply that to those in the fields who are experts to make sure every student, everyone, gets that opportunity, and makes the best of the opportunity as you have?

Mr. TSE. Thank you for that question, Congressman. I personally feel for me, at least, in my personal experience, it was the gratification of seeing something being built, instead of just looking through a textbook of why you need to do something a certain way.

It was actually realization of hey, if I do it this one way, it is going to take me longer and it is more difficult to do, versus doing it this other way, which is—I will call it the smarter way. It may not be the easier way, but it is the smarter way of doing certain things.

I think that is what I needed, that was the drive or the little push that I needed in high school to realize that hey, college is not the only thing out there for you. I may not be super good at getting good grades and reading out of a textbook and learning that way, but I can certainly learn with my hands in being able to do something like physically with my body. I think seeing something built is one of the greatest encouragements.

Mr. ALLEN. Yes, I worked my way through college as a welder. I have always enjoyed and still enjoy that, and was a general contractor in my business life. I, too, like to build buildings and understand your interest in the challenges it presents.

Obviously, HVAC work has come a long way. It is very sophisticated this day and time.

As far as the CTE programs, students with the skills needed in these high demand jobs, Mr. Bates, as far as students earning these industry recognized credentials, and students completing their programs to enter the workforce, what are the biggest obstacles that you see?

Mr. BATES. I think the biggest obstacle, Congressman, is again perception and awareness. Many students for whatever reason are

not aware of what is required to work in today's manufacturing business. They make a wrong assumption that I have to get an engineering degree in order to be successful.

What we have been able to do by reaching out to these schools and educating teachers, counselors, and students, is to help them understand that they do need technical training. They do need a technical skill, but you can accomplish that debt free, you can accomplish that locally by participating at your local technical school or community college.

I think by educating them and helping them to understand what is available to them, they will make the right choice for them because they know it is available.

Mr. ALLEN. Good, thank you so much, and I yield back.

Chairman KLINE. The gentleman yields back. Ms. Clark?

Ms. CLARK. Thank you, Mr. Chairman, and thank you to the panelists for being here today on this incredibly important topic.

In Massachusetts, I just wanted to give you a little snapshot, in the 2014–2015 school year, we had 2,800 culinary art students, 2,700 health assistance, 2,200 automotive technology, 2,000 studying electricity, 1,900 carpentry, 1,700 cosmetology, 1,500 marketing, and 1,400 in early education and care, with a wait list of 5,000 high school students who could not find an entry point.

We have a recent study out by Northeastern University finding that Massachusetts business owners find our vo-tech school graduates to be more job ready than their peers who went through college prep programs.

We know how vital this is, not only to our students, but to our economy. One of my questions is as we look at some of our European counterparts, in particular, Switzerland, Germany, Austria, we see these robust apprenticeship programs that we have touched on a little bit.

Senator Kaine has offered some legislation that would give tax credits for businesses and employers who are establishing apprenticeship positions. Are there other things you think we should be doing or policies to further the robust public/private partnerships that you have already discussed?

Mr. SULLIVAN. Thank you for your question, and certainly apprenticeship is a key strategy in the overall effort. I will tell you that most recently in some work with Dow Chemical, our Louisiana Community and Technical College systems really formalized the apprenticeship effort.

One of the things we have learned through that process is not only the value of apprenticeship, as we have known that for a number of years, but also the need to sort of streamline the processes for approval. I think that was referenced earlier in some testimony.

That is one of the areas that I would really encourage us to think of, how do we create apprenticeship programs' approval processes and funding opportunities that are in a much more streamlined kind of approach.

The other portion of this is apprenticeship is a formalized way for us to develop an industry relationship that we probably should have had anyway. There is an important element or underlying factor there of business and industry relationship.



Ms. CLARK. Mr. Tse, do you believe that the apprenticeship also has a component that could help reduce some of the residual stigma that we are seeing? Do you think that is an important piece, if people are able to see the jobs and the opportunities sooner and in a more concrete way?

Mr. TSE. Yes, absolutely. I feel the quicker that students are able—the younger people are able to see that these job openings are out there and that they can streamline their way directly from school into employment, that is more encouragement for them to go through these programs.

I think the quicker we can show them that, it is kind of like the light at the end of the tunnel, as soon as we can show them, it is more likely they would be able to succeed in those programs and enroll even.

Ms. CLARK. Great. My other question, the Perkins CTE Act also provides supports for special populations. There is a long list, but including individuals with disabilities, low income, pursuing non-traditional career paths, single parents, displaced homemakers, and English language learners.

Of the people who come through your doors, either as trainees or recently trained employees, how many do you think fit this special population definition, and can you tell me about some of the support services for these students? Particularly, I have in mind single parents. We see child care as an incredible cost for families to bear. I wondered if any of you had experience in that area in particular.

Mr. SULLIVAN. The American community college is typically about two-thirds female, typically many of those female students are single mothers. What we traditionally see as we look at the special populations are a great deal of additional services needed for child care, as you pointed out, also different kinds of accommodations.

I think as we consider special populations, it is really important that we not leave out the American citizen, who for whatever reason was not able to earn a high school diploma. Most students do not drop out of high school as a result of academic issues. They drop out of high school for social and personal reasons.

Where do they turn if they do not have that opportunity to be trained and educated so they can pursue a happy life? The American dream, as we know it.

I would just encourage us to think about expanding that definition. The second group, there are a great number of benefits that are available to returning veterans, but I really think it is important that we consider returning veterans as a component of those special populations.

Also to sort of get out of the mindset that special populations are the traditional definition that has been in the Perkins Act, and expanding the possibilities for roles or areas where perhaps some of our more traditional students have not been represented as greatly as perhaps they have in the past.

Ms. CLARK. Thank you. I see my time has expired.

Chairman KLINE. The gentlelady yields back. Mr. Rokita?

Mr. ROKITA. I thank the chairman for the hearing, and I appreciate everyone's testimony. I was going to start last with this, but

Dr. Sullivan, since you mentioned pursuing a happy life, i.e. the pursuit of happiness, let me start there.

What concerns me most about career and technical education—by the way, I am a supporter. In the subcommittee I lead, we have hearings around it and all that. My last direct interaction with career and technical education was back in the 80s. From then to now, I worried about the ability to critically think, and if that is being taught, right?

If you are going to run a free Republic, we need engaged citizenry who can question our government, decipher the role between government and the individual, the Federal Government and State government, on and on.

I am not talking about partisan politics. I am not even talking about civics courses. The ability to critically engage and think in order to maintain a free society.

How does CTE programs do that in the here and now?

Mr. SULLIVAN. Thank you for your question. I think that is an absolutely vital part of the whole career and technical education landscape.

If you were to look across the industry based certifications that are approved out there, in any given field, I think you will find woven in every single one of those industry based credentials a component of critical thinking.

It is the foundation of nearly every aspect, be it manufacturing, be it HVAC, construction, nearly any of the fields you can think of, even the medical fields.

One of the most important facets of teaching any of the medical programs is that ability to critically think about what is going on with our patients.

Mr. ROKITA. Does it translate into the broader social —

Mr. SULLIVAN. There is no question it translates into the broader social, and also the thing that I think is really important is it provides a foundation upon which these students can continue their education and pursue advanced degrees.

That ability to critically think, our faculty say this to us regularly, they come to us and say a student who has already earned college credit and earned a credential and has been out in the workforce and understands the issues of day to day interactions and problem solving, is a better student in the classroom.

Mr. ROKITA. That is my follow up to Mr. Tse. I call these on ramps and off ramps, this idea that you might start out in HVAC technical ed, but if underneath it all you really are the guy to own your own HVAC company? What if you really are after all the entrepreneur and you want to pursue those skills?

Were you worried at all or do you think that career and technical education could cut off some things so you do not have an on ramp back to a more traditional education or path that would lead you to be an owner or project manager like yourself or something like that?

Mr. TSE. I was a little concerned at first when I was initially enrolled into the program, thinking that I would pretty much spend the rest of my days working in the field.

Mr. ROKITA. Which is fine for some.

Mr. TSE. Right, which is perfectly fine.

Mr. ROKITA. Maybe for many.

Mr. TSE. After I had started my apprenticeship program and learned more about how my apprenticeship program credits would be able to transfer into college credits and things like that, it kind of educated me and told me there were more paths after working in the field, that I could eventually own my own business if I wanted to.

Mr. ROKITA. You did not feel any paths cut off from yourself?

Mr. TSE. No, sir.

Mr. ROKITA. Great. Thank you very much. Mr. Bates, talking about my subcommittee with great members on it, we held a hearing where we heard about the need for meaningful engagement among the business community in designing effective CTE programs and helping students explore careers available.

I have toured several programs. Can you please list some of the equipment and training that Perkins should make eligible, especially the equipment? Is there some kind of eligible use for Perkins' money that would be advisable at this point?

Mr. BATES. Yes. We have used Perkins' money in our local community college to purchase some of the training and equipment that is used in our lab. Hydraulic trainers, pneumatic trainers, welding simulators and welding equipment are all necessary for the proper training.

Mr. ROKITA. Anything we are missing?

Mr. BATES. At this time, I am not aware of anything, no.

Mr. ROKITA. Okay. Keeping with you, Mr. Bates, you describe in your testimony how the AMT program expanded from one partnership between the plant and a college, to now approximately 400 students partnered with 160 companies.

Given the rapid growth of the program, how have you preserved the quality? Any growing pains or anything?

Mr. BATES. There is always growing pains in any situation. I think the one way that we have been able to preserve the quality of the curriculum is that we continue to be involved.

We are regularly meeting with our local community college, not only on an annual basis, but we have quarterly instructions with our maintenance leaders at our local plants. They are talking and sitting down with the local education leaders and understanding what the technology is, making sure we have the right equipment, and making sure the curriculum is teaching what is necessary for the future.

Mr. ROKITA. So, basic communication and leadership?

Mr. BATES. Absolutely.

Mr. ROKITA. Thank you, all three of you, for your leadership. I yield.

Chairman KLINE. The gentleman yields back. Mrs. Davis, you are recognized.

Mrs. DAVIS. Thank you, Mr. Chairman. I really do appreciate the hearing today. I think it reminds us there is a lot of work to be done out there, but on the other hand, there are best practices around the country, and I think often the problem is how do you scale that, and how do you engage, when you at reauthorizations, what is it that is not necessarily prescriptive but guides school dis-

tricts, guides States throughout the country to do something that really has great merit down the line.

A lot of great comments, really, your responses have been wonderful. Employability skills. We have talked a lot about technical skills.

We know that employability skills are very, very important in how people are able to relate to one another in the workplace as well as to the task in front of them.

Without again being prescriptive because I know people push back on those kinds of things, what do you think is critical in the reauthorization language that speaks to the issue of employability? We sometimes call them social emotional skills. How do you have the confidence often to even take risks and to talk about what the options are?

How do you talk through that? It is communication, but it is a lot of things. Do you have some thoughts about that?

Mr. SULLIVAN. The employability skills component is one that we have spent a great deal of time in Louisiana looking at, and one of the things we have determined is the most important or the biggest step that we could take is to have the actual employers in front of classrooms teaching employability skills.

After all, they are the very same people that will be interviewing them, that will be reviewing their resumes and materials, and that will also be working with them on a daily basis to determine whether they can continue with the organization.

Having that partnership there in a real and substantive way, having them in the classroom interfacing with students is certainly important.

Mrs. DAVIS. Yes. At what point do you think that is a good idea?

Mr. SULLIVAN. As early in the program as possible. One of the things that we have also been able to do is place in certain programs capstone courses, so that industry has an opportunity not only to come in and teach employability skills but you can also bet they are doing a little bit of work trying to determine which of those students they want to hire first.

One great example, a partner of ours has made substantial investments in Louisiana, particularly around the welding program area, but they have also been really valuable to us in teaching our students employability skills.

Mrs. DAVIS. Mr. Bates, did you have a comment?

Mr. BATES. Yes. I think those employment skills are absolutely essential, and as Dr. Sullivan mentioned, it needs to happen from the very beginning. In our AMT programs, before they even start their technical questions, they are going through what is it to be a professional in the workplace.

They are learning about what an employer expects from their team members. They are learning about the importance of punctuality. They are learning about the importance of asking good questions. They are learning about the importance of being dressed appropriately for the workplace.

We teach that prior to the program even beginning, and the expectation is the students will not only be that way in their cooperative work experience, but they are also going to act that way in the

classroom. The professors are expecting that as well in the classroom.

Mrs. DAVIS. Should a lot of that be called out in legislation or do you think employability skills is a catch-all phrase that people can respond to?

Mr. BATES. I think employment skills or employability skills, most educators and industry people understand what that means. I think it is important to encourage that in any type of legislation.

Mrs. DAVIS. One of the other issues that we have talked about is teaching the teachers. I know that it makes so much difference when a company, for example, has a program for young people. We have one for middle school, Qualcomm does this in San Diego. The key is really that they engage the teachers early, months in advance, before the students come, and then the teachers participate, and then they are able to do it afterwards.

That is unusual, I think. It is great. How do you see us trying to incorporate that into whether it is grant programs that perhaps companies can engage in? Obviously, Toyota does it with small businesses. How would you scale that? How would you find a way that we engage the teachers early and then they are able to continue to have the enthusiasm for the programs that the students have done?

Mr. SULLIVAN. In Louisiana, we have a program every summer that we refer to as "Super Summer Institute," where we bring together faculty members from all over Louisiana to earn the next level certification, to learn that next skill set.

One of the tandem pieces of that is to be able to partner those faculty with industry partners so they have an experience beforehand and after the certification is earned. It gives perspective, I think, to what they are learning, and to the certification they are earning.

Mrs. DAVIS. Yes.

Chairman KLINE. The gentlelady's time has expired. I want to welcome Mr. Langevin to our hearing, and without objection, he will be allowed to ask questions of our witnesses following questioning from our committee members, and we still have a couple of those left. Mr. Byrne, you are recognized.

Mr. BYRNE. Thank you, Mr. Chairman. Dr. Sullivan, I am the former chancellor for Postsecondary Education, State of Alabama, former chairman of the State Workforce Planning Council. I know what you do, and thank you for what you do. It is hard work. I was also on the state school board for eight years, so I saw CTE and Perkins on both sides, K-12 and postsecondary.

One of the things that I have seen up here in Washington is there are plenty of things we are doing up here that we do not do very well and we waste money on. This is not one of them. I am sure we can do it better. That is partly what this is all about, to learn how we can do it better, how we can do it better so you can do your job better. We do not train anybody here. You do. We need to make sure we are giving you everything we possibly can to help you train people.

We treat poor people in America like they have some sort of an incurable disease, there is no way to lift them out of poverty. We just feed them a bunch of money to take care of the symptoms of

poverty, instead of saying we can let you out of poverty, and what you do every day is lift people out of poverty.

Being from Alabama and Louisiana, I know what you are doing. I call it magic. You take somebody, probably the first person in their family that has ever done anything in the postsecondary environment, you take them from having no employable skill to having an employable skill, they go from being somebody with nothing to being somebody.

And that is something we ought to be all about here in government and in Washington. Sometimes we get all gummed up in other things and miss that very important point.

We did something we called "dual enrollment," where we had kids in high schools, public high schools, people dually enrolled in a two year college. Literally, they could graduate from high school and in the same month get their—if it was an one year welding certificate, the certificate, or get an associate's degree in a high demand field, and that seemed to work for us.

But, we struggled getting people interested in technical education because we told everybody you got to go get a four year Bachelor's degree in order to be successful. Mr. Tse is an example of where that is just not true.

Mr. Tse, I wanted to ask you a question. I know you were thinking, there he was talking to Dr. Sullivan and all of a sudden he asks me a question. How far back should we start with young people in school, I am talking about before they get to a postsecondary environment, how far should we go back? Before high school?

Mr. TSE. As I mentioned before, I think as early as possible.

Mr. BYRNE. Give me like—

Mr. TSE. I think middle school is a good start.

Mr. BYRNE. Middle school. Like 7th grade? As early as that?

Mr. TSE. Yes, as early as that. I think at that point people begin to—I think you can kind of see how a student or a young kid is doing academically at that point, and also look at what his interests or, his or her interests are. I think you should be able to open up those doors for them to explore and decide for themselves what they want to do in terms of higher education, whether it is going through a CTE program or going to college. I think that is a starting point.

Mr. BYRNE. You are in the construction field, is that right? HVAC?

Mr. TSE. Correct, which is directly related to construction.

Mr. BYRNE. We probably could not teach 7th graders all the skills required by regulatory law to do everything in HVAC, but we could start them with some more basic type construction general skills, I guess?

Mr. TSE. Sure.

Mr. BYRNE. I would think that would apply to some other areas, do you not think, Dr. Sullivan, that we could branch out to?

Mr. SULLIVAN. Absolutely. You mentioned dual enrollment opportunities. By the way, commencement, this season of commencement that it is as close to a religious experience as you can have.

Mr. BYRNE. It really is.

Mr. SULLIVAN. You have the opportunity to go back to your district and experience commencement. It is certainly important. I do

think as we think about dual enrollment and we think about how far to go back into the curriculum, that just very basic career exploration, it is so very important.

I have daughters at home, and I can tell you, at 6th grade, 7th grade, 8th grade, so very important that they understand what careers are available to them.

Mr. BYRNE. You know, I had Associate degree nursing programs, and I could not figure out why we had a high attrition rate, so I brought the nursing deans in and I said what is the deal here, we have high demand for the nurses, got a big waiting list, yet we are not succeeding. They said too many of the nursing students were coming into the program with inadequate levels of science preparation in high school. So they couldn't hack the rather significant amount of science that these nurses and are we seeing that in other fields as well, Dr. Sullivan?

Mr. SULLIVAN. I think it sort of hints at the question in this national discussion that we have around student success, and I think we spent far too much time thinking about how we push more students through a program, and far too little time thinking about the economic pull that would pull people through programs, if we offer the programs that have the appropriate amount of economic pull in the marketplace.

I think of our process technology programs. These are the folks who operate facilities up and down the river in the State of Louisiana, so important to our economy. We do not have a completion problem in those programs because those folks are ending those programs earning \$60,000 to \$65,000 a year in the very first year.

I think our focus is probably much more well placed if we think about program alignment and offering the correct programs in the market.

Mr. BYRNE. Great advice. Thank you, appreciate you being here. I yield back.

Chairman KLINE. The gentleman yields back. Mr. DeSaulnier, you are recognized.

Mr. DESAULNIER. Thank you, Mr. Chairman. It really is a pleasure to be here and hear the consensus in the sense of urgency.

When we see great programs, as some of my colleagues have talked about, it is sort of spiritual issues, as you mentioned Dr. Sullivan. Programs in my district, many people do not realize that in the Bay Area, we do still have industry, and in the east bay we have significant industry, insomuch that we frequently hear from our major employers like Chevron, and Shell, and Dow, that they have jobs that they cannot fill because there are not enough qualified young people.

So, we have tried to create and we have successfully created wonderful career academies. There is nothing like going into a disadvantaged community, a high school, and see 25 to 30 kids and a message that says to the other 1,000 kids that there is a career out there where they can be an electrician or member of the UA, go out there and be a welder and make \$65,000 to \$75,000 a year, particularly in a high cost area.

So, that is wonderful. We have great programs. But, the balance, Dr. Sullivan, you got to this in your initial comments about proper

oversight and performance, I think is where we sometimes struggle.

The proper role for the Federal Government, and I do not disagree we should give more discretion to States and local government, but having been in the legislature and having been in the middle of a very difficult battle between—I remember private industry councils, and currently workforce investment boards, where the Chamber of Commerce for the State and the labor fed one of the most important pieces of legislation, was requiring workforce investment boards to actually have a minimum amount of their budget go to career, tech, and training.

We had a heck of a fight because there are a lot of fiefdoms when the Federal Government, in my view, just advocates its role—so this goes to the balance, it is not saying we should be overly strict, but somewhere in there, Dr. Sullivan, it strikes me you have some experience, holding people accountable so they do not feel as if they can do whatever they want with the money around performance standards, and what the Federal Government's role is to make sure that's done.

Mr. SULLIVAN. Great question. This is one of the areas that we are most proud of in Louisiana that we done a great deal of work. We have been able to leverage the occupational forecast that our state completes every two years, and begins a six year look outward as to what the occupational forecast is by occupation.

Once we had that data, we were then able to tier and base that data depending upon demand, so now our work is about funding the occupations and the programs that feed the occupations where there is greatest demand.

It seems like a relatively simple concept. It can be difficult because obviously there are those programs that will become not as prevalent in the demand market, and yet they are programs that have been traditional programs in institutions.

We have to be willing to make the hard decisions. When we talked earlier about the difficulty of spending, spending is perhaps a problem, but as was pointed out here, it is not a problem as it relates to Perkins because we are investing in people. We have to ensure that those people who are completing those programs are actually going to be able to earn the jobs that get them to that vision or dream they have for themselves.

Mr. DESAULNIER. Mr. Bates, I sometimes hear from the private sector of sort of the cultural struggle of making sure the money is spent right, so in getting these partnerships right, getting the public agencies to work with private agencies.

Do you have any sort of insights as to what makes your program work and what would add value?

Mr. BATES. Well, I think the way we are making it work is that we are involved from the very beginning, that we have good communication between the various partners, and we have good communication with our local education provider. That's been critical.

It is not an easy task. It required a lot of people willing to say we have to look at the bigger picture of how we can provide a very robust program for our community so we can then have the future workforce that is necessary.



We have had to give up a little turf at times for the benefit of making sure that the program can be successful.

Mr. DESAULNIER. Mr. Tse, I loved your testimony. As you were growing up and going through these decision making thresholds, it strikes me that a lot of it is just the stigma. Kids are led to believe that they are not going to be successful unless they become a doctor or lawyer, go to a four year school.

Could you speak a little bit more to that and your personal journey in overcoming that?

Mr. TSE. So yeah. In general, I think your parents play one of the biggest parts of the stigma, because even today, I think if we ask ourselves honestly. I think that still persists in these conversations with children growing up, you should be going to a four year college.

I certainly would not be teaching my kid that in the future, but I think that is step one, all the parents that are basically guiding all their kids growing up, they should be the first ones to provide them the opportunity and encouragement to go and learn something outside of going to a four year college.

Chairman KLINE. The gentleman's time has expired. Mr. Grothman?

Mr. GROTHMAN. First of all, just a general comment. I disagree a little bit with one of the comments made by one of the people questioned before. I do not think in America we ever remotely give up on poor people. We go out of the way to offer many programs to poor people that quite frankly middle class people do not have. If you want to start at the bottom, America is the place to succeed.

I want to come back and agree with largely what you guys have said. My district has more manufacturing jobs in it than anywhere else in the country, and probably the biggest challenge my employers face is finding people to work. There are so many jobs out there which can't be filled.

My first question is for Mr. Sullivan, Dr. Sullivan. I recently had some tradesmen in my office, and they talked about all the people going back to their apprentice training at 26, 27, 28, who previously had a four year degree. I also talked to my local tech schools, you find people going back to tech school after they already have a four year degree.

Do you find that is true in your area as well?

Mr. SULLIVAN. Absolutely, it is true. In fact, we have begun programs that specifically target that population at SOWELA Technical Community College in the southwest part of the State of Louisiana in response to a demand or need for more workforce from Sasol, the large partner that located there.

We were able to go out and find those people who had completed a Baccalaureate degree, help them finish a process technology program in a matter of 16 weeks, really able to answer an immediate market demand, and also help someone who had earned a Baccalaureate degree to earn a great living for their families.

Mr. GROTHMAN. Do you therefore feel we have too many people going to four year college in this country?

Mr. SULLIVAN. I do not know that we can ever say there are too many people pursuing education, but I can tell you that we do have an alignment problem in this country. We certainly need to begin

to think more in terms of what value proposition we are able to bring to our students, and also I think the great equalizer in this, as pointed out a few minutes ago, is having industry involved in those decisions about what programs we are funding.

Mr. GROTHMAN. The point is to me fairly obviously, if I have some poor kid who is taken in by a fancy brochure and graduates with an undergrad degree with \$50,000 in debt, and then he is going to get his tech school degree or apprenticeship at age 26 or 27, it would seem to me obvious that he made a mistake both time-wise and cost-wise going to a four year, correct?

Mr. SULLIVAN. Absolutely. Mom and dad would probably agree as well.

Mr. GROTHMAN. Right. If that is so, do you think it would be a good idea—one of the problems we have around here is we are very in debt, over \$19 trillion in debt. You are going to ask this program be reauthorized. Do you think it would be a good idea to maybe take money away from say the Pell grants going through the traditional four years and find the money to continue your program there?

Mr. SULLIVAN. Certainly. I certainly believe there are better ways to spend the Pell dollar, and that is certainly a discussion we look forward to engaging in around the Higher Education Act discussion at the appropriate time.

As it relates to the Perkins' reauthorization, I do think there are opportunities here to extend that alignment question, which I think ultimately will drive some of the changes that you are describing.

Mr. GROTHMAN. Another question. You mentioned the wonderful things that are going on in Louisiana with your program. One of the frustrations I have here is too many of my colleagues think because something that is a good idea is a Federal problem. Okay? Obviously, we have a Federal program here.

You say you are doing a good job in Louisiana, but you also mentioned several changes you want to have towards our program.

It would seem to me easier to get those changes through the Louisiana legislature than asking Congress to do it. Don't you feel we may be better insofar as we have to put more money in these sorts of programs that it came from the State rather than the Federal Government?

Mr. SULLIVAN. Certainly there are those programs in the State of Louisiana, and I am sure in other States, where we are funding current technical education. We have something referred to as the "Rapid Response Fund" in Louisiana, the "Wise Fund", and a number of others, where we are targeting those resources at programs exactly like Perkins.

Instead of an either/or, I think it is most appropriately a balanced approach, State investment, as well as Federal investment.

Mr. GROTHMAN. As you mentioned, with the Perkins' grants come certain strings. Okay? So you have to send the money to us from Louisiana, then send it back to Louisiana with strings and paperwork involved. Wouldn't it be preferable insofar as you want more money just to get it straight from the State of Louisiana than asking the Federal Government to give you the money?

Mr. SULLIVAN. Perhaps it would. I think the most important part is to remain focused on the fact that we need investments in career

and technical education programs because the long-term impact, as you pointed out, as we were talking about people in poverty, is to invest in those folks to give them the opportunity to pull themselves out of poverty.

Mr. GROTHMAN. Thank you.

Chairman KLINE. The gentleman's time has expired. Mr. Polis, you are recognized.

Mr. POLIS. Thank you. My first question is for Mr. Bates. In my district, St Vrain Valley School District is opening a pathways and technology early college or PTECH school. PTECH allows students to earn their high school diploma and an associate's degree in a STEM field in six years. And PTECH for instance is a partnership between the school district, the St Vrain Community College, and IBM.

Can you talk more about the role of employers like IBM or Toyota in Perkins, and how schools like PTECH can be developed to give students STEM skills that can be applied at multiple companies meeting workforce needs?

Mr. BATES. Yes, thank you, Congressman. I think industry can be involved first and foremost by educating educators what the technology is out there, what technology is necessary for the future workforce. So that's one area that we can provide. We can let educators understand the type of technology and the type of education that is important for the future.

The other way I think industry can be involved in, is helping to fund and provide equipment for that technology. Toyota has throughout the country donated not only manufacturing equipment but we have also donated automobiles to various technical schools so that students can have the state-of-the-art equipment to be able to work on.

I also know there have been other local manufacturers in my community who have donated welding equipment for the students to work on.

Employers have to be involved in helping to ensure that the technology that is being taught is state-of-the-art and it is current, helping develop the curriculum, and also be able to provide funding to help purchase equipment and other things for them to be successful in their work.

Mr. POLIS. Dr. Sullivan, in my district in Colorado, high schools and community colleges have built relationships together that give students a chance to take advantage of high quality CTE programs. Can you talk about the importance of dual and concurrent enrollment programs in this partnership and at the Federal level what we can do to encourage these kinds of programs?

Mr. SULLIVAN. Absolutely. Certainly, Colorado has been a leader in that effort, and we appreciate the example you have established.

As I mentioned before, this is that season of commencement, and over this past week, we have had numerous examples of students who not only earned a high school diploma but also earned a credential in industrial maintenance technology and is looking at a career working right there in the Chalmette area of Louisiana working for any number of different companies. Phillips 66, Dominos Sugar, Community Coffee, a whole range of organizations there that are looking for those specific skill sets.

The career and technical education opportunities, you have to remember many of these students, as much as we may want to believe they are listening to guidance counselors, are listening to their colleagues and fellow students more so than they are guidance counselors.

The word of mouth and the example that these students set for one another is really an important component for us to think about as we establish policy.

Mr. POLIS. Can you briefly address how greater economies of scale and better services can be offered at a better cost to school districts through partnering with community colleges versus trying to run all these programs themselves?

Mr. SULLIVAN. The school accountability movement in this Nation has probably made career and technical education more difficult in this environment. As we begin to think about how we scale, community colleges present unique opportunities, I believe, because they are the institutions that are aware of and involved in local labor market demands, but in addition to that, they are also the entities that are the connectedness between the secondary arena as well as the universities, and present unique opportunities, I think, to do exactly what you are describing in terms of scale.

Mr. POLIS. Thank you. For any of you, what are some of the more innovative CTE programs across the country that you have seen that you want to share with our committee?

Mr. BATES. I think our program that we have across the country has been recognized by Jennifer McNelly of the Manufacturing Institute as being the premiere associate's degree in industrial maintenance across the country.

I think our program is a great example. The great thing about our program is it not just benefits Toyota, but it benefits all manufacturers who want to be a part of it.

Mr. POLIS. Has anybody seen any effective CTE programs for like call centers or customer service, anything like that? No? That would be another area that I think would be a good opportunity for kids to be able to graduate high school with a marketable degree. There is a lot of growth in that sector, including one of the largest call center companies based in my district in Colorado.

I am happy to yield back.

Chairman KLINE. The gentleman yields back. Mr. Langevin, you are recognized for 5 minutes. It is good to see you here, Jim.

Mr. LANGEVIN. Thank you, Mr. Chairman. I want to thank you and Ranking Member Scott and Acting Ranking Member Fudge for the invitation to join you and the ability to participate in this hearing on an issue that is really near and dear to my heart when we talk about reauthorizing Perkins.

I also want to thank my Republican co-chairman of the CTE Caucus, a distinguished member of this committee, Congressman GT Thompson. He and I have been great partners in this effort, and he has been a steadfast partner again and a strong advocate for strengthening our workforce training programs.

Thank you, witnesses, for very impressive testimony. I have enjoyed sitting in on this hearing.

If I could start, Mr. Bates, one of the biggest challenges we have seen in my home State of Rhode Island is getting companies to

offer apprenticeships that also allow students to pursue their studies at a community college.

What changes did you need to make that allowed you to on board these students without a disruption to your production process?

Mr. BATES. Well, one thing we had to do, Congressman, in our program is we had to provide them with the work experience that would also allow them to be able to go to school. At our facility, we rotate our schedules, which means every two weeks our team members are changing their schedules. That would not be feasible for our coop students.

We had to work with them and be able to make sure they were able to have the time necessary to go two days a week to their schooling and be able to have the training the other three days on day shift, and be able to get the applied training they needed.

We had to work with our existing maintenance workforce to be able to make sure they always had a mentor, no matter who was on shift with them, they always had a mentor that they could work with, to teach them, to make sure that they were being safe, and they were able to provide guidance to them.

It does require some requirements for the manufacturer to change how they are able to do the work for those students, but if you think about it, this is an investment in their future but it is also an investment in our future.

I need those students in three to five years to be able to come into the workforce and to provide a valuable skill to my plant. We have to recognize that, so we need to make sure that we are providing that opportunity for them to get the skills and the education necessary so that when they graduate, they are able to then come into the workplace and provide the skill that I am looking for.

Mr. LANGEVIN. Thank you. Dr. Sullivan, I have a question for you about coordination between educators and employers. I know we have kind of touched on this a little bit throughout the hearing in different ways. At a CTE Caucus field hearing in Rhode Island, we were told that colleges need to move at the speed of business if they want to authorize successful apprenticeship programs.

What enables a college to effectively tailor the classes to in demand skills?

Mr. SULLIVAN. Thank you for the question. I think it really begins very simply on the front-end with listening, by simply asking industry the question what is it that you are looking for and how should we deliver it, and listening when industry responds.

The traditional academic calendar probably is out the window as we just heard Mr. Bates describe a second ago, because we have to begin to think about how we deliver instruction on time and in the right place and of the right quality and type to ensure that those employees or those apprenticeship students as they complete are actually the product that industry is looking for.

Listening would be first and foremost. Secondly, having the willingness to be flexible and to make adjustments to what we think of as being traditional in our institutions, and instead remember that we are in the business of trying to help our students become employed, and because that is our business, we have to be flexible, be it with schedule, be it with content, but at the same time, knowing that industry is there because there is an investment that they

are making in our institutions. We have to be willing to reciprocate.

Mr. LANGEVIN. It is a partnership, I agree. Thank you. For Mr. Tse, in your testimony, you note that it was a family member who suggested you pursue a skill trade. What could the school district have done to encourage more students to think about a similar path? Did you encounter any barriers preventing you from pursuing a skill trade as a viable option for you and your peers? I know we touched on that just a minute ago in a way. Anything else you want to expand upon in that respect?

Mr. TSE. I feel that in general—thankfully, my uncle who happened to be a roofer, kind of persuaded me to go and start looking into CTE programs that was available to me. I feel that schools could do a better job at kind of advertising—maybe not advertising—promoting that these programs exist instead of me having to go outreach to them in finding this program through my guidance counselor.

I think there should have been something out there, kind of like a Career Day almost, for teachers and counselors to come through with their students, and show them that hey, by the way, these programs are available to you. That could easily spark some interest in younger kids.

Chairman KLINE. The gentleman's time has expired.

Mr. LANGEVIN. Thank you, Mr. Chairman.

Chairman KLINE. It looks like all members have had a chance to engage in the discussion. Let me yield to Ms. Fudge for any closing remarks she might have.

Ms. FUDGE. Thank you very much, and thank all of you for being here today. It has been a great hearing. I think both sides of the aisle were pleased with the testimony that we have received, and I thank you all.

Mr. Chairman, I would request that we enter into the record a letter from the National Education Association in support of reauthorization, as well as recommendations for our consideration.

Chairman KLINE. Without objection.

[The information follows:]



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Lily Eskelsen Garcia  
*President*

Rebecca S. Pringle  
*Vice President*

Princess R. Moss  
*Secretary-Treasurer*

John C. Stocks  
*Executive Director*

May 16, 2016

Dear Representative:

On behalf of the three million members of the National Education Association (NEA) and the students they serve, we offer the following comments ahead of the House Education and the Workforce's hearing, "Helping Students Succeed by Strengthening the Carl D. Perkins Career and Technical Education Act." Career and technical education (CTE) provides secondary students with engaging, relevant, and hands-on learning opportunities that lead to higher graduation rates and a range of post-secondary education and career options. CTE also prepares post-secondary students for careers and provides opportunities for degree and credential attainment.

#### **Ensuring Student Access**

Perkins should continue to ensure that all students regardless of their zip code have access to high quality CTE programs, particularly underserved students, and provide states with the means to strengthen programs and foster innovation in career and technical education. The federal government plays a critical role in ensuring that all students—especially those most in need—have access to an education that will prepare them to succeed in the 21st century.

#### **Involving and Preparing Educators to Meet Students' Needs**

Reauthorizing Perkins offers an opportunity to strengthen collaboration among educators and the business, labor, employment, and economic development sectors, where CTE educators themselves are best able to voice CTE students' needs. Perkins should ensure that CTE educators are involved in all levels of decision-making, including program and curriculum design, state and local planning and reporting, and on federal advisory panels.

Excellent CTE programs require a strong pipeline of quality, credentialed, and experienced educators to best serve students' needs. Teachers of record should be fully prepared and certified regardless of the subject matter. In renewing Perkins provisions regarding teacher recruitment and retention, Congress should ensure that CTE instructors receive appropriate training in pedagogical practices and mentoring by experienced teachers. Resources for professional development should also include training to improve instruction of students with disabilities and English-language learners to ensure they have the same opportunity to succeed as their classmates.

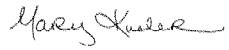
Preparing CTE students should also include an assurance of access to the most up-to-date equipment, student support services, and support for related certifications. Support should also be available for initiatives that offer students early exposure to programs of study.

**Addressing Our Nation's Skills Gap**

Employers across the nation continue to stress the need for well-trained workers -- the education and training supported by Perkins are vital to addressing this skills gap. While industry has a shortfall of skilled workers, Perkins should also maintain flexibility to meet local occupational needs.

We thank you for the opportunity to submit these comments and we look forward to the opportunity to work with members of this Committee and Congress to reauthorize the Carl D. Perkins Career and Technical Education Act.

Sincerely,

A handwritten signature in cursive script, appearing to read "Mary Kusler".

Mary Kusler  
Director of Government Relations





May 16, 2016

Chairman John Kline  
U.S. House Committee on Education and the Workforce  
2176 Rayburn House Office Building  
Washington, D.C. 20515

Dear Chairman Kline –

I write on behalf of the Opportunity America Jobs and Careers Coalition to thank you for holding a hearing this week on reauthorization of the Carl D. Perkins Career and Technical Education Act.

This legislation is of the utmost importance to our members, and we would like to submit the attached comments for your consideration as the committee redrafts the bill. We also request that our recommendations be included in the hearing record.

The Opportunity America Jobs and Careers Coalition is a Washington-based business coalition focused on job training and workforce development. Members include employers and employer associations from a broad range of industries experiencing skills mismatches and worker shortages – IT, manufacturing, construction and hospitality, among others.

Perkins reauthorization is particularly significant to the subset of our membership that signed the attached recommendations:

Associated Builders and Contractors  
Associated General Contractors  
The Boeing Company  
The Building Industry Policy Roundtable  
IBM  
Independent Electrical Contractors  
Leading Builders of America  
National Restaurant Association  
National Roofing Contractors Association  
Opportunity America

Thank you very much for your consideration and your leadership on these important issues. We look forward to working with you to put a revised Perkins Act over the finish line this year.

Yours sincerely,

**Tamar Jacoby**  
President  
Opportunity America



## RECOMMENDATIONS

### PERKINS CAREER AND TECHNICAL EDUCATION ACT

**Alignment.** Educators, employers and policymakers agree, a key requirement of effective career and technical education is alignment with local and regional economic needs. CTE should prepare students for in-demand jobs in growing sectors, and educators should work closely with employers to ensure that students are learning what they need to know to be successful in these jobs. The difficult question is *how* exactly to drive this sort of alignment, and we believe it requires a variety of mechanisms – there is no one size that fits all and no one stratagem that will work in every state, for every industry and every type of business, large and small.

Accordingly, we would like to see a reauthorized Perkins Act encourage states to develop a variety of mechanisms to guarantee better alignment and more effective engagement between employers and educators. In some cases, the best approach will be an active and engaged Perkins advisory council. In other situations, a robust and effective workforce investment board may obviate the need for a duplicative mechanism like a Perkins advisory council. In still other instances, the best approach may be one-to-one business training partnerships or sectoral partnerships.

Our recommendation for Perkins reauthorization: that it give states a number of options for engineering better alignment, that it require states to report on the mechanisms they put in place for this purpose and also document the ways in which state education authorities consult with business and industry – but that the act stop short of mandating one particular mechanism or tying the hands of state authorities as they experiment to find the most effective ways to consult with employers and align CTE with local economic needs.

**Work-based learning.** We strongly endorse the concept of work-based learning. There's no question – it's an essential element of effective CTE. The challenge for a reauthorized Perkins Act: to define work-based learning in such a way that it encompasses all the many different kinds of arrangements in use across the spectrum of industries that can and should be cooperating with local education authorities to provide CTE.

Classic work-based learning involves sustained interactions between students and industry professionals in real workplace settings – interactions designed to foster first-hand, in-depth engagement with the tasks required in a given career field. But just as valuable and among the options we believe should be included in the definition: work experience and training in simulated work environments, job shadowing, mentored work hours, internship and apprenticeship, registered and non-registered.

**Industry recognized credentials.** We know of few better ways to ensure that students are learning what they need to know to be successful on the job than CTE that prepares them to qualify for industry recognized credentials – and we would like to see a reauthorized Perkins Act take strong, effective steps to spur the development and acceptance of industry recognized credentials.

Accordingly, we recommend that the act distinguish between industry credentials and other postsecondary awards such as associate degrees and baccalaureate degrees. Rather than include all of these attainments in the same paragraph as a general basket of credentials to be promoted and encouraged as part of effective CTE, we would like to see the act include language that spurs the use of industry credentials in a more specific, targeted way – in a separate, stand-alone paragraph of the bill. We believe this will create a much stronger incentive to develop and adopt meaningful industry credentials – one of the simpler but more effective ways a reauthorized act can drive the development of quality career and technical education aligned with economic needs.

Associated Builders and Contractors

Associated General Contractors

The Boeing Company

The Building Industry Policy Roundtable

IBM

Independent Electrical Contractors

Leading Builders of America

National Restaurant Association

National Roofing Contractors Association

Opportunity America

*The Opportunity America Jobs and Careers Coalition is a Washington-based business coalition focused on job training and workforce development. Members include employers and employer associations from a broad range of industries experiencing skills mismatches and worker shortages – IT, manufacturing, construction and hospitality, among others.*



May 3, 2016

The Honorable John Kline  
United States House  
2439 Rayburn House Office Building  
Washington, D.C. 20515

The Honorable Robert Scott  
United States House  
1201 Longworth House Office Building  
Washington, D.C. 20515

Dear Chairman Kline and Ranking Member Scott:

The Partnership for 21st Century Learning's (P21) diverse business, government, and nonprofit members commend you for making reauthorization of the Carl D. Perkins Career and Technical Education Act (Perkins Act) a committee priority. The reauthorization process provides Congress with a timely opportunity to support state and local efforts to deliver high quality career and technical education to more students, especially learners living in the nation's chronically struggling low-income and rural communities. Well-targeted federal leadership, guidance, and support could help communities profoundly improve career and technical education programs nationally.

P21 believes schools must be for and about students, including ensuring students deeply participate in their learning. This principle is inherent to high quality career and technical education, which strives to equip students with the deep content knowledge and robust skills required for postsecondary success. With this vision in mind, we respectfully encourage you to consider the following recommendations for strengthening the Perkins Act to ensure innovative, high quality, student focused CTE models become the norm, rather than the exception, in American education.

- **The new Perkins Act should encourage CTE programs that enable students to explore and acquire fundamental skills valued across career areas, industries, and geographic boundaries.** Technical skills required by businesses often rapidly change, but critical thinking, collaboration, creativity, and communications skills (the "4Cs") transcend time and are valued across industry sectors and occupations. Every worker, regardless of their field or focus, benefits from the ability to work successfully with peers, communicate effectively, and generate practical and innovative solutions to everyday challenges and problems. Therefore, while the new Perkins Act should generally defer to state and local judgment about which technical skills to feature in CTE programs based on close collaboration with the business community, students, and educators, Congress should specifically encourage all Perkins Act grantees to help students acquire the highly valued, universally applicable 4Cs.

The committee could, for example, pursue this recommendation by including students' 4Cs acquisition among the Perkins Act's core performance indicators for career and technical education at the secondary level, along with supporting state and local efforts

to develop better skills acquisition measures for learning. The committee could also call on States and districts to use their required Perkins Act plans to describe strategies for equipping students with the 4Cs, including integrating them into coursework, including through project-based learning, building educators' capacity to teach them, and establishing stronger student support systems focused on keeping them on a path toward skills development and knowledge acquisition.

- **The new Perkins Act should encourage stronger strategic and direct student links with businesses that experience difficulty hiring and retaining skilled workers.** Promoting CTE excellence at scale will not only require strong federal, state, and local collaboration, but also sustained and effective engagement between schools, students, and businesses. Students should have access to a range of high quality CTE opportunities aligned with economically vibrant occupations and learners' unique interests and aspirations. Ensuring alignment with businesses' needs depends on effective communication and sustained partnerships with business leaders across industry sectors, including not only traditional skilled-trades, but also technology, finance, healthcare, and other growing fields. Business-aligned CTE programs not only equip students with the credentials they need to secure later employment, they also create exciting opportunities to integrate student learning with on the job, in the field training that is personally relevant and engaging. Such opportunities also help students build awareness of career fields, identify role models, and take responsibility for their learning.

The committee should, for example, consider requiring Perkins CTE grantees to meaningfully engage with business leaders and provide incentives to support ongoing collaboration focused on achieving CTE-business alignment and deep integration aimed at creating more hands-on learning opportunities and a continuum of learning opportunities for students to enter the careers of their choice, such as job-shadowing and apprenticeships. The new law should recognize the unique economic context of rural and low-income communities and provide additional supports to encourage business partnerships with geographically and financially isolated school systems, which could include encouraging innovative technology solutions, transportation options, or other strategies.

- **The new Perkins Act should build schools' capacity to deliver high quality CTE opportunities to more students, particularly students in low income and rural communities.** Developing and implementing high quality CTE programs requires significant expertise, leadership, and community collaboration. The next Perkins Act can play a crucial role in expanding high quality CTE opportunities to more students by helping to build these capacities at the state and local level through well designed CTE focused preparation, induction, and professional development; establishing CTE learning environments; and aligning CTE programs with core academic standards, next generation assessments, and robust data systems designed to support ongoing evaluation and improvement. This work should include a particular focus on

encouraging adoption of a clear CTE vision at the school level (developed with educator, student, business and industry, and community involvement), helping CTE educators maintain CTE relevant industry credentials and equipping them to deliver dual and concurrent enrollment programs, which help students acquire postsecondary credits and certifications that will help them after graduation.

The committee should, for example, continue and expand the Perkins Act's targeted investments in CTE focused professional development - for both educators and school leaders – while requiring that training be grounded in the principles of high quality CTE best practice, including focusing on student engagement, autonomy, and recognition for positive results. The committee should also renew and enhance the law's supports for creating CTE-appropriate learning environments, including helping schools acquire the technologies and other infrastructure required for certifications and other industry credentialing. The new law should also strongly encourage and support integration of CTE and dual enrollment, including providing incentives for ensuring such courses incorporate industry valued curriculum and standards, and equipping more educators with the credentials and experience required to teach such courses.

Thank you for carefully considering these recommendations. We look forward to working with you to support the Perkins Act reauthorization process and would be pleased to serve as a resource to you or your staffs.

Sincerely,



Helen Soulé, Ph.D.  
Executive Director

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**P21, the Partnership for 21st Century Learning** recognizes that all learners need educational experiences in school and beyond, from cradle to career, to build knowledge and skills for success in a globally and digitally interconnected world. Representing over 5 million members of the global workforce, P21 is a catalyst organization uniting business, government and education leaders from the U.S. and abroad to advance evidence-based education policy and practice and to make innovative teaching and learning a reality for all.

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**Congress of the United States**  
**House of Representatives**

AGRICULTURE  
Chairman, Subcommittee on  
Conservation and Forestry  
EDUCATION & THE WORKFORCE  
NATURAL RESOURCES

May 17, 2016

Chairman John Kline  
House Committee on Education and the  
Workforce  
2176 Rayburn House Office Building  
Washington DC, 20515

Ranking Member Robert C. "Bobby" Scott  
House Committee on Education and the  
Workforce  
2176 Rayburn House Office Building  
Washington, DC 20515

Chairman Kline and Ranking Member Scott, thank you for convening today's hearing.

As you know, the Carl D. Perkins Career and Technical Education Act is the primary source of federal funding for state and local CTE programs. In every congressional district, CTE programs play a vital role in ensuring that skilled workers have access to promising career pathways which lead to jobs in crucial industries. Individuals who pursue CTE careers contribute to our nation's success in fields such as nursing, allied health, construction, information technology, energy, cybersecurity, sustainability, and STEM disciplines. Therefore, as Co-Chairs of the House Career and Technical Education Caucus, we believe strongly in the importance of a well-engineered, robust, and timely reauthorization of the Carl D. Perkins Career and Technical Education Act.

While Perkins funds approximately 7% of state CTE spending, it is the difference in delivering high-quality CTE. These valuable funds allow states to invest in professional development for CTE teachers, access industry-specific equipment for classroom use, and establish valuable business partnerships. States and school districts depend on Perkins funding to make sure that students are able to explore their career options and learn how to succeed in their chosen fields.

Perkins was last reauthorized in 2006 and expired in 2012. Although Perkins programs have continued to be supported by annual appropriations, Perkins must be updated to reflect the realities of the 21<sup>st</sup> Century economy. The past decade has seen an enormous increase in demand for CTE at both the secondary and postsecondary levels. According to the National Skills Coalition, 31% of American jobs are high-skilled and 54% are middle-skilled. However, only 44% of workers are trained for those middle skills. This is the very real Skills Gap that we should be working together to close.

As demand for CTE has risen, federal funding has not kept pace. Perkins funding peaked at \$1.3 billion in FY2010, and has fallen to \$1.13 billion for FY2016. Even if funding had been maintained, it would have been an inflation-adjusted cut of \$103 million over the past six years.

We respectfully urge the Committee to reauthorize Perkins at a funding level that will reflect a serious and meaningful investment in career and technical education. No matter if a student chooses a four-year degree, a two-year community college program, or a professional certification, they will benefit from both

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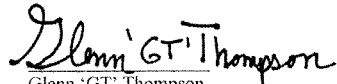
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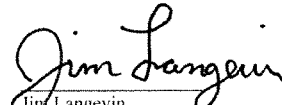
career exploration and training. Every job requires skills; career training will benefit every student, every worker, small and large businesses and the economy as a whole.

Traditionally, Perkins reauthorization is a broad, bipartisan endeavor. Your recent success with the Every Student Succeeds Act is a model and an inspiration for Perkins reauthorization.

Thank you for your attention to this important matter.

Sincerely,

  
Glenn 'GT' Thompson  
Member of Congress

  
Jim Langevin  
Member of Congress



Ms. FUDGE. Thank you. Just in closing, I would say that this is a very timely hearing. I am certainly hopeful that having heard the testimony today as well as the comments and questions from my colleagues that we can move forward to get this reauthorization done this year.

I don't see that there is any impediment to doing it, and I am certainly hopeful that we will make it happen this year, and I thank you, and I yield back, Mr. Chairman.

Chairman KLINE. I thank the gentlelady. I want to thank the witnesses, really compelling stories, great witnesses.

I was talking to Ms. Fudge a little bit here about how many of my colleagues and how many of you mentioned "welding." I flashed back to 8th grade shop when I ostensibly learned welding, and I am thinking gosh, if I still had that skill, then I could probably have a real job. It is amazing. If you can weld, you can work anywhere.

Mr. Langevin mentioned the Caucus where someone said the programs and schools have to work at the speed of business. I think that is something that we are going to be very mindful of as we go forward here to remove any impediments that might be there so that the instruction can move at that speed.

The need is out there, and you are still teaching, I don't know, something that is no longer of any use. I almost said "welding." I just made the point that is of great use today.

And so, we are excited about the prospect of reauthorizing this. I think this is one of those areas where we should have pretty good bipartisan agreement.

Your testimony today and your involvement in the discussion is very helpful. Again, I thank you very much, and there being no further business, the committee stands adjourned.

[Questions submitted for the record and their responses follow:]

MAJORITY MEMBERS:  
 JOHN KLINE, MINNESOTA, Chairman  
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 VIRGINIA LUKAS, NORTH CAROLINA  
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 AND THE WORKFORCE  
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 MARK ENSAUNER, CALIFORNIA

June 13, 2016

Mr. Jason Bates  
 Administration Manager  
 Toyota  
 301 James Lawrence Road  
 Jackson, TN 38301


Dear Mr. Bates:

Thank you for testifying before the Committee on Education and the Workforce at the hearing entitled "Helping Students Succeed by Strengthening the *Carl D. Perkins Career and Technical Education Act*" on Tuesday, May 17, 2016. I appreciate your participation.

I have enclosed additional questions for inclusion in the final hearing record. Please provide a written response **no later than Tuesday, July 5, 2016**. Responses should be sent to Alex Ricci on the Committee staff, who can be contacted at (202) 225-6558.

Thank you for your important contribution to the work of the Committee.

Sincerely,

  
 JOHN KLINE  
 Chairman  
 Committee on Education and the Workforce

**Congresswoman Elise Stefanik (R-NY)**

- My district benefits from a diverse array of manufacturing opportunities, many of which come from Canadian companies that locate facilities in the North Country.

In your testimony you speak to the voracious response Toyota has made to address the skills gap by partnering with community colleges and secondary schools. I am particularly interested in the Advanced Manufacturing Technician program where students receive training while enrolled in classes.

You discuss the importance of identifying talent and grooming these students for future enrollment in your program through partnerships with high schools.

Do you believe there is more we can do through Perkins to develop facilities in high schools that can prepare tomorrow's AMT students? If so, what type of facilities would be needed and how might they be utilized by companies such as Toyota to develop future talent?

- I would like to ask more regarding your plant's decision to form the partnerships that it has and explore how to replicate this successful model in areas of my district, such as Clinton Community College which will be breaking ground today on a new Institute of Advance Manufacturing. This facility will collaborate with local higher education institutions on advanced degree programs and serve as a pipeline to strengthen the transportation, aerospace and manufacturing growth in the community.

Was the decision to locate your plant in Jackson made because of the proximity of a community college which you could develop an AMT program, or was the plant already in town and Toyota decided to partner with the school to develop talent?

A) What advice would you offer to post-secondary institutions with established training programs, in areas with strong manufacturing potential, to attract and develop these types of high skill training partnerships?

**Chairman John Kline on behalf of Congressman Will Hurd (R-TX)**

- How can CTE-oriented programs be implemented at the junior high and high school levels in order to better prepare students to enter into technical and vocational training following graduation?
- How can the Perkins CTE Act be strengthened in order to provide improved, more accessible education in computer sciences that leads to employment in today's growing technology industry?
- What additional barriers do veterans face in obtaining technical degrees or certifications, and how can technical colleges best serve veterans seeking employment after retirement from the military?

- Some students enrolled at a technical college complete a two-year degree or certification program and decide to continue their education to obtain a four-year degree. How can we ensure the CTE programs being offered enable students to pursue continued education as an option, and how can technical colleges best support those students?

# TOYOTA

"Helping Students Succeed by Strengthening  
the Carl D. Perkins Career and Technical Education Act"

Tuesday, May 17, 2016  
Additional Questions

## Congresswoman Elise Stefanik (R-NY)

- Do you believe there is more we can do through Perkins to develop facilities in high schools that can prepare tomorrow's AMT students? If so, what type of facilities would be needed and how might they be utilized by companies such as Toyota to develop future talent?

*We believe that a reauthorized Perkins CTE Act should promote state and local innovation around CTE and should reward excellence. Reauthorization, for example, should enable local grantees to prioritize funding to carry out innovative projects through strengthening linkages between secondary and postsecondary programs, as well as with local employers.*

- Was the decision to locate your plant in Jackson made because of the proximity of a community college which you could develop an AMT program, or was the plant already in town and Toyota decided to partner with the school to develop talent?

*The Advanced Manufacturing Technician (AMT) program developed by Toyota is based on a pull system rather than a push system. That is to say, the program seeks to fill an existing need, rather than produce talent in the hopes of finding open positions.*

*The AMT program is currently located in eight states at eighteen different sites, including in Tennessee. In many cases, Toyota had a long-established manufacturing presence in the area before the AMT program was introduced at the local community college. In some cases, there were similar and related training programs established with the local community college before AMT was brought in. In yet other cases, companies other than Toyota took the lead in establishing the program. In TN, the AMT program was developed after the plant was established.*

*A decision to locate a new plant is based on many factors. Availability of a capable workforce is a strong factor weighing on that decision. It would be advantageous for a*

*community seeking new manufacturing investment to have a strong educational system orientated toward manufacturing.*

- What advice would you offer to post-secondary institutions with established training programs, in areas with strong manufacturing potential, to attract and develop these types of high skill training partnerships?

*It is critical for educational institutions to form partnership with local manufacturers. The needs of a manufacturer likely change over time. Educational institutions, even ones with established and successful programs, must have an ongoing dialogue with their local manufacturers in order to keep informed of changes in real time.*

**Chairman John Kline on behalf of Congressman Will Hurd (R-TX)**

- How can CTE-oriented programs be implemented at the junior high and high school levels in order to better prepare students to enter into technical and vocational training following graduation?

*Toyota partners with organizations like Project Lead the Way, First Robotics and VEX Robotics, which emphasize STEM education and project-based learning. This is an important aspect of encouraging the right kind of learning at early stages of a student's development.*

- How can the Perkins CTE Act be strengthened in order to provide improved, more accessible education in computer sciences that leads to employment in today's growing technology industry?

*Toyota's workforce training focus has been on manufacturing and vehicle maintenance programs, not on computer sciences.*

- What additional barriers do veterans face in obtaining technical degrees or certifications, and how can technical colleges best serve veterans seeking employment after retirement from the military?

*One challenge is helping returning servicemen and women understand how their military experience can translate into productive civilian careers. Helping these individuals translate their military experience into a civilian career opportunities, some of which may require additional training or certification, is a role career counselors at community colleges can play.*

- Some students enrolled at a technical college complete a two-year degree or certification program and decide to continue their education to obtain a four-year degree. How can we ensure, the CTE programs being offered enable students to pursue continued education as an option, and how can technical colleges best support those students?

*Toyota is currently developing 4-year degree opportunities in manufacturing. Based on student interest, those completing the 2-year AMT program will be able to move on to pursue two different 4-year tracks – one in manufacturing engineering and the other in manufacturing management. Pursuing a 2-year degree is not the end of the road. It is the beginning of multiple career tracks depending on a student's ambition. Perkins CTE reauthorization should seek to reward programs that create linkages between secondary and post-secondary institutions.*

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June 13, 2016

Dr. Monty Sullivan  
 President  
 Louisiana Community and Technical College System  
 265 South Foster Drive  
 Baton Rouge, LA 70806


Dear Dr. Sullivan:

Thank you for testifying before the Committee on Education and the Workforce at the hearing entitled "Helping Students Succeed by Strengthening the *Carl D. Perkins Career and Technical Education Act*" on Tuesday, May 17, 2016. I appreciate your participation.

I have enclosed additional questions for inclusion in the final hearing record. Please provide a written response **no later than Tuesday, July 5, 2016**. Responses should be sent to Alex Ricci on the Committee staff, who can be contacted at (202) 225-6558.

Thank you for your important contribution to the work of the Committee.

Sincerely,

  
 JOHN KLINE  
 Chairman  
 Committee on Education and the Workforce



**Congressman Mike Bishop (R-MI)**

- We have heard a lot about the importance of integrating the education and workforce development systems during our Perkins Act reauthorization discussions. Can you provide us with some examples of how this benefits job seekers who might have fallen out of the workforce?
- In your testimony you spoke about how the Louisiana Technical and Community College System has introduced reforms to better serve students while maximizing every dollar. Can you provide us with more information about these improvements and how have they benefited students?

**Chairman John Kline on behalf of Congressman Will Hurd (R-TX)**

- How can CTE-oriented programs be implemented at the junior high and high school levels in order to better prepare students to enter into technical and vocational training following graduation?
- How can the Perkins CTE Act be strengthened in order to provide improved, more accessible education in computer sciences that leads to employment in today's growing technology industry?
- What additional barriers do veterans face in obtaining technical degrees or certifications, and how can technical colleges best serve veterans seeking employment after retirement from the military?
- Some students enrolled at a technical college complete a two-year degree or certification program and decide to continue their education to obtain a four-year degree. How can we ensure the CTE programs being offered enable students to pursue continued education as an option, and how can technical colleges best support those students?

Responses from Dr. Monty Sullivan to Committee on Education and the Workforce

**Congressman Mike Bishop (R-MI)**

- o **We have heard a lot about the importance of integrating the education and workforce development systems during our Perkins Act reauthorization discussions. Can you provide us with some examples of how this benefits job seekers who might have fallen out of the workforce?**

*Many of the displaced job seekers need to seek training in a different career field or improve their skills to seek employment in the same career field. In general, job seekers that have fallen out of the workplace are anxious to return to work. They want training that is condensed and accelerated for the most efficient method for getting back in the workforce. LCTCS colleges provide this training in multiple fields of study.*

*Integrating the education and workforce development systems would provide a collaborative effort utilizing the strengths of both systems. Duplication of efforts would decrease and efficiency would improve. It is frustrating for job seekers to be forced to research through different systems to locate information. A combined system should result in more efficient means of obtaining information for the job seekers.*

- o **In your testimony you spoke about how the Louisiana Technical and Community College System has introduced reforms to better serve students while maximizing every dollar. Can you provide us with more information about these improvements and how have they benefited students?**

*In order to better target industry needs in Louisiana and to ensure that Perkins funds are focused on getting the greatest outcome for all stakeholders, Louisiana emphasizes regional focused planning for CTE. Louisiana requires that all eligible recipients (at both the secondary and post-secondary level) enter regional partnerships for the purposes of promoting regional planning and funding of programs leading to high-skill, high-wage, and high-demand occupations as defined by the Louisiana Workforce Commission (LWC). Partnerships are between local educational agencies (LEAs) and postsecondary institutions. The partnerships are defined by the state based on social, economic and geographical regions. The partnership workgroups must include regional business and industry participation.*

*Members of a regional partnership must meet, in person or through the use of technology, at least three times per year to cooperatively plan for the upcoming year. Regional partnership members are expected to collaborate on local application plans so that funds are spent on up to three of the same occupational cluster areas in a given year. Louisiana Community and Technical College System (LCTCS) and the Louisiana Department of Education (LDE) may grant waivers to this requirement if justified by workforce investment data or if exceptional circumstances exist.*

*Through the regional partnerships, secondary and postsecondary partners can ensure that resources are in the most beneficial ways and that the skills being taught to CTE students are in line with each region's workforce needs.*

Chairman John Kline on behalf of Congressman Will Hurd (R-TX)

- **How can CTE-oriented programs be implemented at the junior high and high school levels in order to better prepare students to enter into technical and vocational training following graduation?**

*At the junior high level, students need to be exposed to various career opportunities. An extensive career awareness course should be required in the 6<sup>th</sup> or 7<sup>th</sup> grade. Students should be afforded the opportunity to "sample" a variety of career and technical education (CTE) opportunities. There are multiple means to implement CTE exploration courses. In addition, parents tend to be actively involved with junior high student's education. This affords an excellent opportunity to educate parents about CTE. Educating parents and students about CTE will help reframe the thinking that CTE careers do not require postsecondary education (college). When in fact, CTE careers require additional training, in some cases an Associate Degree, and require multiple academic skills.*

- **How can the Perkins CTE Act be strengthened in order to provide improved, more accessible education in computer sciences that leads to employment in today's growing technology industry?**

*The Perkins act could require that every recipient (secondary and postsecondary), implement a minimum of one computer science pathway based on regional, local, and/or national labor data. In addition, the requirement could include that the pathway must be a seamless transition from secondary to postsecondary.*

- **What additional barriers do veterans face in obtaining technical degrees or certifications, and how can technical colleges best serve veterans seeking employment after retirement from the military?**

*Veterans enter civilian status with multiple areas of expertise. One of the barriers Veterans face is having to "start over" with their education and training. There should be a method of transferring prior learning and experience to postsecondary credit. Veterans would then be able to enter a career pathway at the point that meets their needs for continued education and training. In addition, Veterans should be included under the special population's definition for Perkins funding. This population group often requires numerous support services that could addressed under special populations category, i.e., counseling, housing support, child care, etc.*

- **Some students enrolled at a technical college complete a two-year degree or certification program and decide to continue their education to obtain a four-year degree. How can we ensure the CTE programs being offered enable students to pursue continued education as an option, and how can technical colleges best support those students?**

*All general education courses required for an Associate Degree should be articulated for credit into a four-year degree program. CTE career pathways should, when possible, begin at the secondary level and continue through, at a minimum, a four-year degree.*

*There should be specific points where students may leave the pathway with a certificate, credential, technical degree, etc. that leads to gainful employment. Conversely, students leaving the career pathway should be able to re-enter the pathway and continue their education at a later date. Technical colleges can support this idea through working with their university partners to ensure a seamless transition to a four-year degree. Statewide agreements should be in place to ensure continuity between the technical colleges and the universities.*

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June 13, 2016

Mr. Paul Tse  
 Project Manager  
 Shapiro & Duncan, Inc.  
 14620 Rothgeb Drive  
 Rockville, MD 20850

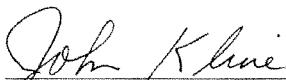
Dear Mr. Tse:

Thank you for testifying before the Committee on Education and the Workforce at the hearing entitled "Helping Students Succeed by Strengthening the *Carl D. Perkins Career and Technical Education Act*" on Tuesday, May 17, 2016. I appreciate your participation.

I have enclosed additional questions for inclusion in the final hearing record. Please provide a written response **no later than Tuesday, July 5, 2016**. Responses should be sent to Alex Ricci on the Committee staff, who can be contacted at (202) 225-6558.

Thank you for your important contribution to the work of the Committee.

Sincerely,

  
 JOHN KLINE  
 Chairman  
 Committee on Education and the Workforce

**Congresswoman Elise Stefanik (R-NY)**

- Mr. Tse, your personal story is remarkable and a true representation of the American dream.

I am focused on developing opportunities for high school students to receive the same high quality career and technical education that you attained.

Could you elaborate on your time at Edison High School and speak to why this program worked so well for you and describe the types of facilities and equipment the school utilized?

- Do you believe there are ways for non-technical high schools to offer programs such as the one you enrolled in?
- In your testimony you highlight the two job offers you received within a week of graduation. Could you describe the process in which most of your classmates received offers or searched for employment, were these companies partnered with your school?



July 5, 2016

John Kline  
Chairman  
U.S. House of Representatives – Committee on Education and the Workforce  
2176 Rayburn House Office Building  
Washington, DC 20515

Dear Chairman Kline,

Thank you for the opportunity to share my personal story and thoughts on the CTE program I participated in. It was truly an honor to be able to speak in front of you as well as the other members on the Committee.

I have included below my responses to Congresswoman Elise Stefanik's questions.

Q: Could you elaborate on your time at Edison High School and speak to why this program worked so well for you and describe the types of facilities and equipment the school utilized?

A: My success at Edison I believe was to a great extent due to the hands on learning component included in the instruction. The curriculum we were taught in the classroom was directly related to the hands on skills we were taught in the Construction Lab at the school and at the student built house. The materials and equipment used were aligned with those used every day on construction work sites and to my understanding mostly provided by Edison's industry partners.

Q: Do you believe there are ways for non-technical high schools to offer programs such as the one you enrolled in?

A: For a "non-technical" high school to provide a nationally industry recognized program like the one I attended would require a much larger commitment from industry partners to provide the space for lab component of instruction as a standard high school lab space is only geared towards science. Many CTE programs without the space requirements of a construction lab find great success in a "non-technical" high school. Every student should be provided the option of attending a "technical" or what I would call a "comprehensive" high school as the pathway to success has many routes.



Q: In your testimony you highlight the two job offers you received within a week of graduation. Could you describe the process in which most of your classmates received offers or searched for employment, were these companies partnered with your school?

A: We were very fortunate to attend a program which is so strongly supported by local industry partners who to the best of my knowledge hire most of the program graduates. But even without that employment net the nationally recognized curriculum and the reputation of the program provides all of the graduates credentialed skills which are definite advantage in the jobs market.

Thank you again for the opportunity to participate in the hearing.

Sincerely,

A handwritten signature in black ink, appearing to read 'Paul Tse', is positioned below the word 'Sincerely,'.

Paul Tse  
Project Manager  
Shapiro and Duncan, Inc.



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[Whereupon, at 12:17 p.m., the committee was adjourned.]

